ABSTRACT
        A 5-year project is planned to increase
opportunities for the deaf by using existing vocational and technical
schools and junior colleges customarily serving the hearing. Its
pilot planning phase developed guidelines for program establishment
and administration and a research plan for program evaluation and
improvement. Preparatory meetings and site visits were made to the
three schools involved. A list is provided of tests to be used;
guidelines, comprising around a fourth of the document, are given for
the program at Delgado College in New Orleans. Also included are
1-page descriptions for the programs at Seattle Community College and
St. Paul Technical Vocatinal Institute. Appended forms make up about
half of the document. (JD)

IMPROVED VOCATIONAL, TECHNICAL AND ACADEMIC OPPORTUNITIES FOR DEAF PEOPLE: RESEARCH COMPONENT

SCHOOL OF EDUCATION

THE UNIVERSITY OF PITTSBURGH

Pittsburgh, Pennsylvania

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1969

UNIVERSITY
OF
PITTSBURGH

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FINAL REPORT

Project No.   RD-2723-S-68

IMPROVED VOCATIONAL, TECHNICAL AND ACADEMIC

OPPORTUNITIES FOR DEAF PEOPLE: RESEARCH COMPONENT

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APPENDICES

IMPROVED VOCATIONAL, TECHNICAL AND ACADEMIC

OPPORTUNITIES FOR DEAF PEOPLE: RESEARCH COMPONENT

Introduction:

Frequently, students leaving schools and other educational programs
for the deaf have difficulty finding employment. In many cases, when the
deaf person does find employment, the jobs available are either dead-end
positions or are temporary in nature. Although advances are being made in
a number of areas of the country to attack the unemployment problem, the
problem of under-employment is particularly distressing among the deaf
population. Essentially, a great many deaf people have excellent potential
to become highly skilled and productive employees but have little opportunity
to realize this potential.

At the root of this problem is the lack of opportunity for deaf indivi-
duals to gain the essential skills and knowledge demanded by modern industry.
Present educational programs for the deaf are not equipped or staffed to
provide for these needs.

Since the existing secondary programs for the deaf are generally small in
size (graduating approximately 8 to 20 students a year) and limited in resources,
it is unlikely that they will be able to keep pace with the expanding industrial
and commercial demands in competitive employment. Post-secondary programs for
the deaf person, therefore, are increasingly necessary if he is to be prepared
for meaningful employment. This need is reiterated in the 1967 report of the
National Advisory Council on the Education of the Deaf, recommending that compre-
hensive secondary and post-secondary education programs should be provided for
the 17-21 age group. At the post-secondary level, enhanced opportunities are
needed in colleges and universities, junior colleges, technical schools, vocational
schools and adult education programs.

Provisions have been made to provide services for two groups of deaf students –
the exceptionally bright and talented persons, and the less independent and less
able person. Gallaudet College and the National Technical Institute for the Deaf
are available to the brightest deaf students (an Associate of Arts program is also
available), while a number of counseling and rehabilitation centers serve the less
independent deaf persons. Though these programs are providing excellent services,
they by no means provide for the much larger group of deaf persons who could become
highly productive workers in the main stream of competitive employment. In additi-
on, the two institutions, Gallaudet College and N.T.I.D., that might broaden their
programs at the junior college level, are national rather than regional in nature.
It would not be possible, therefore, for these institutions either to provide for
the large numbers of deaf students who could qualify for these shorter term programs
or to be sensitive to regional employment demands.

Regional technical and vocational institutions could meet both of these problems -- they would be available to much larger groups of deaf people, and they would be close to the economic community they are serving.

The current emphasis on the critical need for vocational training in existing centers adapted for the needs of deaf students stems from a report to the Secretary of Health, Education and Welfare in 1965. Dr. Homer Babbidge was chairman of this advisory group. This committee specifically recommended the establishment of regional post-secondary programs in "vocationally oriented junior colleges, area vocational schools and residential vocational schools." Implementation of this recommendation was suggested through present provisions under P.L. 88-164 and P.L. 89-333.

As stated in the Guidelines for Preparing an Application for a Demonstration Project -- Improved Vocational Training Opportunities for Deaf People, prepared by the Department of Health, Education and Welfare, the principal target population are deaf youths who are graduates from residential or day classes for the deaf. These young people have very severe to total hearing loss with consequent serious problems in the receiving and transmitting of spoken messages. If their hearing disability occurred in infancy or early childhood before normal language patterns were established, they are also likely to have deficiencies in reading and writing. Most of these deaf people have normal intelligence and potential for education beyond that offered by special schools, but for various reasons, such as distance, economics, and personal matters -- but principally for lack of appropriate opportunity do not enter it. It is estimated that each year, 3000 deaf students over 16 years of age terminate their special education programs and find further training opportunities to be very few. The top 50 percent, or 1500, of these deaf students can benefit appreciably from further vocational training in unspecialized educational settings. Three hundred of these may go on to college, leaving an annual balance of 1200, many of whom improve their capacities in appropriately reinforced programs in vocationally oriented junior colleges, area vocational schools or residential vocational schools that serve normally hearing students. Also, each year several hundred, who have ventured into employment directly from their special schools, recognize their training needs and wish to satisfy them.

Project Description:

This provided the background for the establishment of a five year project which is presently underway concerning improved vocational, technical and academic opportunities for deaf people. This project is designed to demonstrate the feasibility of using existing vocational and technical schools and junior colleges customarily serving hearing students to serve graduates of secondary programs for the deaf. The schools participating in this project are Delgado College, New Orleans, Louisiana; Seattle Community College, Seattle, Washington; and St. Paul Technical Vocational Institute, St. Paul, Minnesota. The schools were chosen because of the success of their existing programs, their regional prominence, and their expression of interest in working with deaf students.

The project's general objectives are:

1. To increase choices in vocational training opportunities for deaf people.

2. To encourage existing vocational schools to accept deaf students.

3. To expand the numbers of deaf people who are employed at levels appropriate to their potentials.

4. To provide vocational rehabilitation and other public and private programs with more and better resources for serving deaf clients.

The University of Pittsburgh is responsible for the research component of this project. The initiation of three new programs serving deaf people provides unusual opportunity for systematic and meaningful research. Questions can be raised that relate directly to the activities of the programs in each center, but additional questions can also be formulated that have rather total, far reaching effects on a much larger segment of the deaf population.

Generally, the research aims can be stated as:

1. To identify the administrative and operating changes that are necessary in a vocational school in order for it to train deaf students effectively.

2. To bring into focus the adjustments deaf people must make in order to function effectively in regular vocational schools.

3. To identify problems common to deaf people in a regular vocational school setting and recommend remedial action for them.

4. To discover new and better teaching procedures for making vocational training effectively available to deaf students.

The University of Pittsburgh conducted a pilot planning study, #RD-2723-S-68, which originally was of 14 months duration -- December 1, 1967 to January 31, 1969. The pilot study was extended to May 31, 1969. This is the final report of the pilot planning study.

The purpose of the pilot study was:

1. To develop a set of comprehensive guidelines for establishing and conducting an effective program for deaf students within existing educational institutions and with a minimum of disruption to the existing instructional programs, and

2. To develop a systematic program of research to evaluate the effectiveness and increase the efficiency of the selected schools and junior colleges participating in this project.

The University of Pittsburgh worked closely with the three participating schools in offering guidelines and suggestions in the preparation of their initial proposals. Visits to each of the schools were made by the University of Pittsburgh's staff and representatives from the schools attended meetings concerning the proposals at the University of Pittsburgh.

The following describes the preparatory meetings and visits prior to the establishment of a program for the deaf at each of the three schools.

The State Vocational Division of Louisiana and Delgado College sent representatives to a workshop on "New Vistas on Employment Opportunities for the Deaf" held at the University of Pittsburgh in October, 1967.

The Counselor for the Deaf of Louisiana on the Vocational Rehabilitation Staff was one of thirty persons invited to participate in the Fort Monroe Workshop, which produced the initial guidelines for the development of rehabilitation for the deaf and hard-of-hearing. Following this workshop, the Counselor worked up preliminary drafts for a facility at the request of the State Vocational Rehabilitation Director.

A site visit was made to Delgado College by Dr. Boyce Williams, Chief of Communication Disorders, Rehabilitation Services Administration, Department of Health, Education and Welfare.

As soon as plans were made for Delgado College to consider submitting an application, one specific person was delegated as the prime person responsible for the planning and writing of the proposal. Mr. Douglas Wells had previous experience in the field of the deaf, having been a teacher of the deaf for four years. Also very active in the initial stages of the proposal preparation was the State Counselor for the Deaf from Vocational Rehabilitation. Mr. Seal has been in this position for 25 years and consequently was well prepared to make contacts with Vocational Rehabilitation people and other interested agencies throughout the state.

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After a preliminary draft of the proposal was written, a meeting was held with the Delgado College President, Administrator of the Rehabilitation Center, Vocational Evaluator, and the Counselor for the Deaf of Louisiana and the people working on the project from the University of Pittsburgh. This meeting was held at the University of Pittsburgh in December, 1967.

A site visit was made by Miss Nona Burrows and Mr. James Collins of the University of Pittsburgh staff to Delgado College in the beginning of February, 1968. During this meeting, program implications and research possibilities were discussed with various members of the Delgado faculty.

In April, 1968, a site visit was made by Dr. William N. Craig. At this time, further discussion involved research methods and procedures.

In October, 1967, Seattle Community College sent a representative to the workshop entitled, "New Vistas on Employment Opportunities for the Deaf" at the University of Pittsburgh. As a follow-up of this meeting, Mr. Donald Smith, the person designated by Seattle Community College as being primarily responsible for the writing of the proposal, was sent by the College in December, 1967, to Washington, D. C. to meet with Dr. Deno Reed and then on to Pittsburgh for the purpose of learning first-hand about the University's research program.

In January, 1968, Dr. William Craig visited the Seattle Community College campus and discussed program implications with the President and his administrative staff.

In February, 1968, Miss Nona Burrows from the University of Pittsburgh and Mr. Rance Henderson, from the Oregon School for the Deaf in Salem, spent two days discussing vocational education programs for the deaf and research methods with faculty members at the Seattle Community College campus. They also visited the facilities at Seattle Hearing and Speech Center.

In April, 1968, Mr. Donald Smith attended the workshop entitled, "Training Institute for Rehabilitation Counselors in the Area of the Deaf" at San Francisco State College. Following this workshop, representatives from the Rehabilitation Services Administration, University of Pittsburgh, Vocational Rehabilitation people from Washington and Califronia and several local leaders met at Seattle Community College with the President and his staff to discuss the research and demonstration project. Representatives from the Washington Division of Vocational Rehabilitation, the University of Washington, Seattle University, the Seattle Public Schools, Seattle Hearing and Speech Center, Washington School for the Deaf, and several representatives of local deaf clubs, including currently enrolled deaf students, made many worthwhile training suggestions which were incorporated in the research and demonstration proposal.

Dr. William Craig made a visit in May, 1968, before submission of the application to discuss the refining of instrumentation for use in the project.

In November, 1968, Mr. Jerry Brockey, Director of Federal Affairs and Special Grants for Seattle Community College visited the University of Pittsburgh to discuss the status and plans of Seattle's project.

The main contact person with the University of Pittsburgh in negotiations with the St. Paul Technical Vocational Institute was Mr. Robert Lauritsen who at that time was Consultant, Deaf and Hard-of-Hearing, Minnesota Division of Vocational Rehabilitation. There were a series of meetings with many individuals interested in this project; nationally, on state and local levels.

After several exploratory meetings, a visit was made in April, 1968, to Delgado College by Mr. Lauritsen and Mr. Gerhard Nelson, Admissions and Guidance Coordinator at St. Paul Technical Vocational Institute. Mr. Lauritsen later met with the Minnesota Association for the hearing impaired. Many meetings were then held with representatives from the Division of Vocational Rehabilitation. Meetings were also held concerning the technical aspects of the project writing.

Cover letters concerning the project were sent to all Superintendents of State Schools for the Deaf in Civil Service Region V1, under the signature of Mr. August W. Gehrke, Assistant Commissioner of Education, Division of Vocational Rehabilitation in Civil Service Region V1.

In August, 1968, Miss Nona Burrows made a visit to the St. Paul Technical Vocational Institute. Dr. Boyce Williams, Washington, D. C., also visited the Institute at that time.

A meeting was called by Dr. Deno Reed in Washington, D. C., February 13, 1969 to discuss and plan for the continuation activities at the three participating schools and the University of Pittsburgh. Representatives from all the schools were present at the meeting and opportunity was afforded for discussion of the research component and its relationship to the entire project. Representatives were also present at the meeting from several services within the Department of Health, Education, and Welfare and also from the National Technical Institute for the Deaf. Dr. Frisina, speaking for the N.T.I.D., indicated a willingness to cooperate in the exchange and sharing of data common to both this project and the N.T.I.D. program.

An important aspect of the program at each of the schools is the formulation of an advisory board. The importance of such a board in programs of this type was stressed in the 1967 NACED report. Representatives of labor and industry are encouraged to participate in meetings and support programs for the education and rehabilitation of the deaf. With industry and labor included in the planning

and development of programs, their expertise, background and policies could be brought to bear on the problems, and their experience would be especially useful in the development of specific instructional objectives. Of equal importance is the fact that the better acquaintance thus gained with the potential of deaf employees could lead to broader vocational opportunities.

Presently, the University of Pittsburgh is organizing an Advisory Board for the research component of the project. The members of this committee will be representatives from areas of sociological research, vocational education, educational research, special education, rehabilitation counseling, labor, industry, and government.

During the planning grant, people representing some of the previously mentioned areas have been consultants to the project and have been helpful in their suggestions of ways to better our research effort. Those having served as consultants are as follows:

Sidney N. Hurwitz, A.C.S.W.
St. Louis Jewish Employment
  and Vocational Service

Carl W. Fuller, Ph.D.
Assistant Director
Audiology and Speech Clinic
Indiana University Medical Center

Mrs. Harriett Gough
Supervising Teacher
Kendall School for the Deaf

E. Ross Stuckless, Ph.D.
Director of Research and Training
National Technical Institute for the Deaf

Augustine Gentile
Director, Annual Census of Hearing
  Impaired Children
Office of Demographic Research
Gallaudet College

McCay Vernon, Ph.D.
Department of Psychology
Western Maryland College

Glenn Lloyd
Department of Special Education
University of Tennessee

Wendell H. Ott
Senior Research Assistant
Delgado College

Research Component:

There is not complete uniformity in the vocational and technical offerings of the three programs since two of the schools are community colleges and are therefore degree granting while one is a technical-vocational institute and is non-degree-granting. However, there is data common to all the schools and the same evaluation measures are used. The system of data collection and processing is uniform throughout the three participating institutions.

The University of Pittsburgh maintains a liaison with a person in each research center to provide the communication between the centers and the University necessary to insure standardized collection and analysis of data. When possible, the University assumes the responsibility of orienting the research personnel at each of the centers to the purposes, aims, and methodology of the research project.

The general research framework consists of four types of studies -- descriptive, program and process experimentation, evaluation, and prediction. Each of these research approaches is being used to develop studies in the vocational area, the general education area, the special instructional area, and the area of psychosocial adjustment.

The emphasis in the first year of the project's research component is mainly of a descriptive nature, concentrating on the formulation of guidelines for the establishment of programs for the deaf in facilities for the normally hearing, and on the organizational and administrative considerations involved in developing such programs. No attempt will be made to discuss the areas of program modification, evaluation, or prediction until students having completed the program are vocationally placed for a sufficient length of time to permit evaluation of success. The research of the 2nd, 3rd, and 4th years will deal with the areas of program and process experimentation, evaluation and prediction.

Data collection for this project will continue for a period of 41/2 years. Data will be available both at the University of Pittsburgh and at each of the participating schools. The last half of the 5th year will be spent in analyzing data and preparing the final report. At that time, the data collection process will be transferred to the participating institutions to become part of their own records in the continuation of their programs.

However, the University of Pittsburgh will continue a role in the research for an additional 3 years beyond the 5 year project in order to conduct an intensive follow-up of graduates as to job placement, success, and prediction factors.

On July 29-30, 1969, a meeting of the project directors and research personnel from each of the three schools was held at the University of Pittsburgh. The main purpose of this meeting was to finalize the research plan for the first year of the project. Some of the areas discussed were the test battery, the times of administration, the recording and programming of test

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results, the standardization of recording forms, and ways to deal effectively
with narrative information. It was originally planned that many of the tests
being used be administered to the students at admission, at the completion
of the preparatory semester, and at termination. However, due to lack of time
and research personnel, the times of administration for many of the tests had
to be reduced. This was unfortunate for research purposes but essential since
several of the people serving as research personnel are also serving in other
capacities, such as vocational advisors, counselors, etc. It was the unanimous
feeling of those attending the meeting that more funds are needed for the hiring
of research staff at each of the schools. Although it was agreed that research
is a most essential part of this project, needs are so comprehensive that it is
difficult if not impossible for staff to serve double roles - both in program
development and research.

Because of the present research personnel shortage, the first year research
plan is somewhat indefinite. Hopefully, many of the tests, described later, will
be given on a pre and post basis to ascertain if there are significant differences
in performance or awareness after the student has participated in the preparatory
courses, introductory occupational courses, communication classes, etc.

An application form and an admissions information questionnaire have been
devised which will provide information of a descriptive type on students enrolled
in the programs. The information from these forms, as well as all test results,
is coded so that there is comparable data for all three schools. Copies of the
forms appear in the appendix. The other forms found in the appendix are presently
being used in the Delgado program and are being considered for use in the Seattle
and St. Paul programs.

More generally, some of the research questions which may be explored are
as follows:

Descriptive:

     Vocational   --   What is the status of deaf applicants as
                             related to vocational potential?

     Educational   --   What academic levels do applicants have
                             in language related areas?

     Special In-
     structional   --   What is the relationship between job
                             category and speech skill?

     Psychosocial --   Are there sociometric patterns specifically
                             related to deafness?

Program and Process Experimentation:

     Vocational   --   Can existing instructional devices be
                             modified to improve instruction of deaf
                             students?

Educational	--	Can a concentrated program be developed to provide general educational skills?
Special In-structional	--	Can improved written language ability be stimulated by meaningful (vocationally related) practice?
Psychosocial	--	Can job adjustment be conditioned by pre-employment counseling?

Evaluation:

Vocational	--	Does a course of study adequately prepare deaf workers as assessed by the success of graduates of the program?
Educational	--	Does the program provide general educational skills that are job related?
Special In-structional	--	Does the program provide for successful, independent community living of its graduates?
Psychosocial	--	Does the program positively alter the deaf graduates concept of his own self-worth?

Prediction:

Vocational	--	What factors predict whether or not an applicant can successfully complete a particular course of study?
Educational	--	What instrumentation can be used to predict general interest and ability in selected science areas?
Special In-structional	--	What key factors serve as indicators of the level of language related skill needed for selected job categories?
Psychosocial	--	What indicators of job adjustment can be effectively used with deaf students?

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Description of Tests Being Used in Project:

Speechreading ability is evaluated using the Craig Lipreading Inventory. This is a filmed test appropriate for a wide age range and not dependent on verbal ability since there is picture presentation. The test is in two components: a word section composed of the basic phonemes, and a sentence section. This Inventory has been used in six other research studies with the deaf.

Speech intelligibility is judged on 25 words using a six point scale of intelligibility and also as to whether the basic problem is one of pitch, volume, or rhythm. The scale used is the Speech Intelligibility Test, presently being used in research grant, RD-2018-S. A test of speech proficiency is administered and scored at each school. The judges will be from the area of each school to allow for regional dialects. This data will be examined in terms of future employment.

Written language is evaluated using the Pittsburgh Language Assessment Inventory for the Deaf. This Inventory describes written language in terms of six measureable variables: (1) composition length in words, (2) mean sentence length, (3) a description of parts of speech based on Frie's structural classification of words, (4) type-token ratio (number of different words comprising the first 50 words of the composition), (5) a count of grammatic errors within the first 50 words of the composition, and (6) a count of spelling errors in the first 50 words.

The Manual Communication Proficiency Test, also presently being used in research grant RD-2018-S, is used as a measure of receptive manual ability. Subtest 1 -- Sign Recognition Component -- is designed to measure the ability of the examinee to comprehend a series of manual signs commonly used by deaf people. Subtest 2 -- Signing Ability Component -- is designed to measure the accuracy of the examinee in the performance of a series of signs commonly used by deaf persons.

Tests being used as measures of aptitude and achievement are: Wechsler Performance Scale for Adults, General Aptitude Test Battery, Form B with the complementary form Test of "g" -- Culture Fair, Scale 2, and the California Achievement Tests.

The Scale to Measure Attitudes Toward Disabled Persons is being administered since it offers preliminary evidence of being a valid instrument to measure the adjustment of disabled persons in the industrial situation. The Scale also measures the acceptance attitudes of others toward the disabled and is being considered for use with the normally hearing students in the various programs as to their view toward the deaf students.

The Mooney Problems Check List is used to indicate problem areas the deaf students may be experiencing. Results are used as a guide to the counselor and also to see if there are some particular problem areas common to the majority of the deaf students.

The Minnesota Vocational Interest Inventory and the Bender-Gestalt Test
are given in the vocational area, The Bender-Gestalt is usually administered
as a detector of visual-motor dysfunction or organicity, and not as an indicator
or evaluator of vocational aptitude. However, preliminary findings of research
grant RD-2018-S, Effective Vocational Guidance of Deaf Adults, seem to indicate
the Bender-Gestalt Test is valuable as a predictor of vocational success.
This is the emphasis in the use of this test.

Guidelines:

The Delgado program for the deaf, under the direction of Mr. Doulgas Wells, was funded June 1, 1968. The staff then included a coordinator and consultant, project director, vocational advisor, social worker, student program counselor, and one interpreter. The ensuing three months were spent in preparation of the program. On October 1, 1968, the program officially accepted its first group of students. In January, 1969, the program hired a half time researcher and two additional full time interpreters.

The Seattle and St. Paul programs received planning funds in March, 1969, and funds to begin their first year programs in July, 1969. Both these programs accepted their first students in September, 1969.

One of the main purposes of the pilot study was the development of a set of comprehensive guidelines for establishing and conducting an effective program for deaf students in existing post-secondary institutions.

However, due to the different times of funding, only the Delgado program has been in operation for a sufficient length of time to be able to provide information concerning suggested guidelines.

Therefore, at this time, no attempt will be made to prepare a formal set of guidelines. Rather, a narrative report of the experiences of the Delgado program is presented. Guidelines will be developed after all the programs have been in operation for a longer length of time.

As stated in the pilot study, the formulation of guidelines for establishing these programs would generally center around the following areas.

The technical and vocational offerings of each institution will be catalogued. From this list, those areas in which deafness would not pre- clude the person from employment will be selected and analyzed. This analysis will attend to duration of the instructional program, the level of language competency required, the condition of the job market, anticipated salary ranges, and other significant considerations. This analysis will provide a basis for counseling with deaf applicants.

Once the occupational areas have been analyzed as described above, attention will be given to the instructional procedures currently employed. Decisions could then be reached with respect to instructional modifications which might be necessary in order to provide particular courses of study to deaf students. Four possibilities would seem appropriate: (a) no modification, (b) regular class attendance with supportive tutoring, (c) regular class attendance with interpreting and tutoring, (d) special instructional classes for deaf students only. Special supportive services such as programmed instruction would fall in category "d".

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Once the vocational and technical courses of study have been analyzed and organized, the focus will shift to the general instructional area and the special instructional area. Thus courses in English or mathematics as well as in speech or remedial reading could be brought into perspective with the occupational objective. Although the job objective will be primary, careful attention will be given to these general and special instructional areas.

After the capability of the participating institution has been established in terms of its potential to serve deaf students, the admissions criteria will be placed under inspection. Working relationships between Vocational Rehabilitation and the institutions will have to be well defined. It is anticipated that a screening of applicants will occur prior to admission by both the local Division of Vocational Rehabilitation and by the participating institution. The basis for selection, therefore, will be closely related to both the student's potential and interest and to the institution's capability to provide an effective program.

Counseling and guidance of deaf students will be given careful consideration. Although each deaf student will be asked to indicate a vocational goal prior to admission, it is fully recognized that adequate vocational infromation may not be available to the applicant. Provisions for information giving, job sampling, and career planning will be necessary. In addition, these counseling services will be available to help deaf students gain a better perspective of the world in which they live. Personal adjustment, community responsibility, social and work attitudes, and related factors will be given attention. As with the direct instructional area, both the vocational and community living aspects will be developed.

The placement function is critical and requires careful articulation between the special staff in deafness and the existing placement offices in each institution. The areas of selective placement and follow-up will be organized to give the deaf student maximum opportunity to demonstrate his skills in an appropriate job setting.

Various administrative arrangements to meet the instructional objectives would then be examined. Administrative cooperation and acceptance of deaf students by their fellow students is essential. The lines of communication between the program in deafness and the school administration will have to be carefully drawn.

After at least six months of operation, each of the programs is asked to furnish information concerning the following specific areas in terms of the eventual formulation of comprehensive guidelines.

    1. Description of the project facility.
    2. Personnel, including responsibilities.
    3. Student characteristics.
    4. Admission requirements
    5. Evaluation procedures.

6. Staff training.
7. Preparatory and supportive education.
8. Modifications of communication media.
9. Interaction of deaf and hearing students.
10. Description of guidance into and selection
    of vocational areas.
11. Housing arrangements.
12. Financial considerations.
13. Publicity and public relations.
14. Advisory Board.
15. Guidelines for the establishment of programs
    for the deaf from the viewpoint of the
    participating schools.

The Delgado staff has prepared the following report:

Description of General Facility and Project Facility - Delgado College:

Delgado College is located in New Orleans, Louisiana. In 1966, the college was approved as a pilot community junior college. The college is located on a 57 acre site adjacent to City Park. City Park is a major recreational area for the city of New Orleans offering a wide assor:ment of activities including tennis, horseback riding, bike riding, picnicing, fishing, camping, boating, etc. The facilities are very accessible to Delgado's student population.

Delgado College is comprised of four major divisions. These divisions are the Junior College programs, the Technical Division, Trades Division, and Rehabilitation Services Division. The total Delgado student enrollment, consisting of par: time and full time students who attend both day and evening classes, is approximately four thousand (4,000). The number of full time and part time faculty members is about two hundred and fifty (250).

The program for the deaf is administratively a part of the Rehabilitation Services Division. The facilities of the deaf project are located near the center of the overall Delgado College campus, making all other facilities and services of the campus readily available to the students and staff of the program for the deaf. The project is housed in two separate buildings plus a portion of a third building. The physical facilities contain approximately two thousand and eight hundred (2,800) square feet for staff office space. One building contains a general staff meeting area, a student counselor's office, a social worker's office, the project administrator's office, the research worker's office, and two clerical areas. A second building is composed of a general classroom where the major portion of the academic instruction is offered and which also included the visual aid equipment and a second smaller classroom which serves for working with individual students or small groups of students in a tutorial or supportive capacity. Both of the above mentioned buildings have adequate lighting, central heat and air, and restroom facilities. The third building which is partially occupied by the

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deaf project, houses two separate vocational labs with equipment and facilities for vocational evaluation and exploration as listed in our initial proposal. These two areas also contain the office space for the two project vocational advisors. The student lounge in the Delgado Rehabilitation Center is available to the students in the program for the deaf, and they are encouraged to utilize these facilities to the fullest. Also the Delgado Cafeteria and snack bar is available to the students for social and recreational facilities.

Personnel and Job Descriptions:

JOB TITLE: Coordinator of Services for the Deaf
JOB SUMMARY: Acts as a consultant to the Assistant Administrator and
project staff concerning all phases of program operations.
Coordinates the activities of all originating or referring
out-of-state counselors. Acts as a liaison person between
project staff and out-of-state agencies.

WORK PERFORMED:

1. Consults with Assistant Administrator and Administrator of
the Rehabilitation Service Division on all matters concerning
program operations.

2. Consults with staff concerning individual services and program
objectives.

3. Represents all referring Vocational Rehabilitation counselors
at all staffings.

4. Acts as a liaison person between the project and referring
counselors.

5. Responsible for the development and implementation of a
strong public relations program.

QUALIFICATIONS: He must be a graduate of a college or university with
at least a masters degree. He must be knowledgeable
in matters concerning the education and rehabilitation
of the deaf. He must have at least ten years experience
as a Vocational Rehabilitation counselor for the deaf.

JOB TITLE: Assistant Administrator (Project Director)
JOB SUMMARY: Responsible to the Administrator of the Rehabilitation
Service Division for the administration and coordination
of program activities. Consults with and advises Adminis-
trator on problems relating to the operation of the program.
Meets with individual staff members and coordinates general
staff meetings or other meetings which pertain to program
activities. Supervises all program activities and makes
recommendations for changes. Interprets, evaluates, and
revises program objectives.

WORK PERFORMED:

1. Acts as project director of the program under the general
supervision of the Administrator of the Rehabilitation
Services Division.

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2. Consults with and advises Administrator of problems relating to program operations.

3. Recommends changes in administrative policies or program operation.

4. Assists in preparation of budgets and allocations of funds.

5. Reviews all referrals and confers with the Coordinator of Services for the Deaf concerning student objectives and program plans.

6. Supervises and consults staff in administration, professional service problems, and program objectives.

7. Schedules and conducts all staffings.

8. Supervises and offers recommendations in the formulation and revisions of curricula and methods.

9. Develop standards and objectives for program service.

10. Participates in activities pertaining to rehabilitation of the deaf, education of the deaf, in state or national programs or workshops.

11. Takes part in research data collection.

12. Responsible for any related duties which pertain to program operation.

QUALIFICATIONS: The Assistant Administrator (Project Director) must have at least four to six years experience working with the deaf in a rehabilitation or educational setting. He must display supervisory and administrative abilities. He must be a graduate of an accredited college or university with a M. S. degree. He must be knowledgeable of laws and regulations governing program management.

JOB TITLE: Program Counselor
JOB SUMMARY: Responsible to the Assistant Administrator for coordinating the educational program of the individual students. Counsels the students with regard to required courses and other school requirements. Locates and coordinates the assignment of housing for the students in rooming house, apartment, or private home situations. Acts as a liaison person between the various state Vocational Rehabilitation agencies and the individual students in the completion of appropriate forms and payment of maintenance. Acts as a liaison person between the college faculty and program staff with regard to student progress in training. Responsible for the organization of the counseling service into an integral part of the overall team effort.

<u>WORK</u>   <u>PERFORMED</u>:

1. Participates in all staffings and presents appropriate required reports.

2. Schedules all classes for students in the training and preparatory phases of the program.

3. Coordinates registration activities for preparatory and training students.

4. Counsels the students with regard to required course work and other school requirements.

5. Maintains up to date comprehensive records on each individual student concerning course work completed, credits earned, and current status of training.

6. Assists students in the completion of monthly Vocational Rehabilitation forms and in the payment of monthly maintenance bills and maintains records of above.

7. Contacts prospective landlords and coordinates the assignment of housing.

8. Provides close follow up in both the housing and training situations and prepares necessary reports required for administrative use.

9. Confers with staff members concerning student performance and recommends supportive help from the proper member.

10. Makes all contacts and arrangements for field trips.

11. Provides supportive counseling and follow up for those students in on-the-job training situations and maintains proper records of the successes and failures of the on-the-job training students.

12. Prepares interpreter schedules to meet the needs of the program.

13. Prepares social work and counseling schedules for individual interviews.

14. Responsible for the organization and continuing evaluation of the counseling service.

15. Cooperates with the Social Worker in assisting students with problems pertaining to apartment living and provides necessary assistance after work hours if necessary.

16. Provides on-going interviews with students to assist in solving academic and vocational educational problems.

QUALIFICATIONS: The Program Counselor must be a graduate of an accredited college with a masters degree. He must have had at least five years experience as a vocational rehabilitation counselor and must be thoroughly familiar with the vocational rehabilitation process. He must possess the ability to work with others and must have a working knowledge of the functions of each member of the team.

JOB TITLE: Social Worker

JOB SUMMARY: The Social Worker is responsible to the Assistant Administrator for assisting deaf students in their adjustment to the new social environment confronting them. Develops, in the student, an understanding of the importance of community relations and the student's involvement and responsibilities. Assists students in becoming more aware of acceptable behavior in the hearing students. The social work service is a part of a team approach to provide academic instruction, vocational exploration and counseling services.

WORK PERFORMED:

1. Advises students on matters pertaining to personal-social demeanor and attitudes.

2. Assists the students in developing acceptable courtesies, dress, hygiene, and general appearance.

3. Assists students in becoming knowledgeable about the needs and procedures for budgeting, banking, etc.

4. Takes part in all staffings and prepares social summaries for inclusion in the staffing summaries.

5. Maintains up-to-date records concerning student problems and progress.

6. Confers with staff members for the purpose of promoting understanding of the social and emotional factors operating to affect the students' performance.

7. Provides ongoing individual casework and groupwork services to program students in an effort to enhance optimum adjustment.

8. Assists students with problems pertaining to apartment living and provides necessary assistance after work hours if necessary.

9. Takes part in research data collection.

10. Teaches the Personal Management class.

11. Provides supportive social work services to selective on-the-job training students to enhance the student's adjustment.

12. Cooperates with student counselor in the development of after-school recreational and social activities in keeping with program objectives.

QUALIFICATIONS: The Social Worker must be a graduate of an accredited college or university with a B.S. or B.A. degree in psychology or sociology. She must be willing to upgrade her skills by working towards a masters degree in psychology, social work, or some behavioral science.

JOB TITLE: Student Counselor

JOB SUMMARY: The Student Counselor is responsible to the Assistant Administrator for providing effective guidance concerning academic and vocational educational problems of the individual. Gathers data and information from staff members concerning student performance and assists the student in realizing his potentials and recognizing his limitations. Draws upon the planning and decisions of the vocational advisors, preparatory instructors and program counselor for student counseling concerning vocational objectives and training and interprets the purposes and objectives of the program to the student. The Counseling service is an integral part of a team approach to provide academic instruction, vocational exploration and social work services.

WORK PERFORMED:

1. Assists new students in the preparatory phase in adjusting to the demands placed upon them in a new and more rapid learning situation.

2. Inspires and maintains a high level of motivation and a good attitude on the part of the student with regard to the objective of the program and his educational programs.

3. Assists each individual student in developing a sense of responsibility concerning school work and assignments.

4. Assists the individual student in developing acceptable study habits.

5. Refers students' educational problems to the appropriate staff member for supportive help.

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6. Attends all staffings for the purpose of gathering counseling data.

7. Cooperates with the program counselor in the organization and continuous evaluation of comprehensive counseling services.

8. Assists students in realizing their abilities as well as recognizing their limitations with regard to vocational objectives.

9. Organizes and teaches the Occupational Information class.

10. Takes part in research data collection.

11. Requests and organizes field trips for students in the preparatory program.

12. Provides on-going individual interviews for program students in an effort to enhance optimum educational achievement.

13. Maintains up to date records concerning educational problems and progress.

14. Confers with staff members concerning problems affecting the student's attitude, morale and performance in the classroom.

15. Counsels students in developing realistic attitudes toward work at their level of competency, acceptable behavior for the world of work, instructs students in procedures related to obtaining a job, and instructs students in job interview etiquette.

16. Counsels students in understanding the meaning of work; the benefits to be gained and the responsibilities to be met.

17. Cooperates with the social worker in the development of after-school recreational and social activities that are in keeping with program objectives.

QUALIFICATIONS: He must be a graduate of an accredited college or university with a B.S. or B.A. degree. He must be engaged in work toward a Master's Degree in either Rehabilitation Counseling or Guidance Counseling. He must have had at least two years experience counseling the adult deaf in matters concerning vocational training and must have a thorough knowledge of occupations. He must have a working knowledge of the functions of each staff member of the program and must be a contributory member of the team approach.

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JOB TITLE: Vocational Advisor

JOB SUMMARY: Responsible to the Assistant Administrator for the teaching
of the Survey of Vocational Interest class. Maintains up-
to-date exploratory work samples designed to measure the
students' interest and abilities. Assists students in formu-
lating a realistic vocational objective, within the scope of
the students' abilities. Provides individual supportive help
to students in the training phase of the program.

WORK PERFORMED:

1. Organizes exploratory job samples and instructs students in
    general shop safety, vocational subject matter related to the
    job samples including tools, machines, processes, procedure,
    terminology and vocabulary.

2. Supervises exploratory activities of students and evaluates
    students' attitudes, learning and retention, skills and per-
    sonality traits which affect work performance.

3. Analyzes data resulting from the students' exploratory activities
    to recommend potential vocational goals to pursue.

4. Assist students in understanding the relationship between his
    performance in vocational job sampling and his potential for
    training in college and employment.

5. Takes part in all mid-term progress staffings and makes appropri-
    ate recommendations.

6. Maintains up-to-date records on students' progress, interests, etc.

7. Provides feed-back to staff members concerning student problems
    in order to maintain a constant awareness of student progress.

8. Cooperates in the collection of project research data.

9. Participates in in-service training programs or professional
    meetings designed to upgrade skills.

10. Submits reports and papers as required for administrative and
     financial purposes.

QUALIFICATIONS: He must be a graduate of an accredited college or university
with a B.S. or B.A. degree and a background in Industrial
Arts, Industrial Education, Art of Business. He should
have some experience in the teaching field and should have
some knowledge of the rehabilitation process.

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JOB TITLE: Preparatory Instructor

JOB SUMMARY: Responsible to the Assistant Administrator for the organization
and teaching of the Preparatory Math and Preparatory English
classes. Works with the individual student to upgrade performance
to the maximum in comprehension, writing and computational skill.
Serves as a resource person to other staff members concerning
student progress and limitations.

WORK PERFORMED:

1.   Teaches the Preparatory English class in which the student is
assisted in developing competencies in reading instructions,
and improving communication skills.

2.   Teaches Preparatory Math class in which the student is assisted
in developing skills in basic arithmetic, with particular emphasis
on practical application to the individual's vocational goal.

3.   Acts as a supportive tutor in the areas of math and English for
those students in the training phase of the overall program.

4.   Shares information with other staff members concerning student
progress and maintains up-to-date records concerning students'
overall progress or failures.

5.   Participates in mid-term progress staffings and final progress
staffings and makes final recommendations concerning the student's
placement in related academic courses for the student's training.

6.   Provides feedback to students individually and to the staff
about pupil's level of achievement and rate of progress in the
math and English classes.

7.   Refers students to the social worker or counselor for guidance
and counseling about personal problems, vocational or educational
problems.

8.   Cooperates in the accumulation of related research data.

9.   Maintains complete and accurate records on each student's
work in the math and English class.

QUALIFICATIONS: The Preparatory Instructor is a graduate of an accredited
college or university with a M.Ed. in language arts, special
education and a knowledge of math through the calculus level.
He must have had experience in the teaching of special educa-
tion classes and must have experience in or knowledge of the
field of rehabilitation.

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JOB TITLE: Chief Interpreter

JOB SUMMARY: Responsible to the Assistant Administrator for the organization
and supervision of the interpreter service. Responsible for
all in-service training of interpreters. Provides information
to interested instructors concerning the role of the interpreter
in the classroom.

WORK PERFORMED:

1. Interprets, in the classrooms and in other settings, the same
    services as the instructor interpreter as dictated by program
    needs.

2. Teaches the Communications skills courses and administers the
    communication test battery.

3. Organizes and conducts in-service training programs for the
    interpreters and interested staff.

4. Works with individual interpreters in upgrading skill and in
    solving problems concerning classroom interpreting.

5. Consults with Assistant Administrator and Program Counselor in
    the scheduling of interpreters for interpreting assignments.

6. Provides information to the college faculty concerning the
    role of the interpreter in the classroom.

7. Refers students to the counselors or social worker for guidance
    or help with personal matters.

8. Maintains good rapport between college faculty and the interpreter
    services.

9. Cooperates in the collection of research data.

QUALIFICATIONS: The chief interpreter must have had at least five years of
professional interpreting experience in legal, social, profes-
sional, educational and religious areas. She must be a member
in good standing of the Registry of Interpreters of the Deaf.
She must have a thorough knowledge of the fundamentals of
interpreting and must display qualities of leadership inherent
to the position.

JOB TITLE: Instructor Interpreter

JOB SUMMARY: Responsible to the Assistant Administrator and Chief Interpreter
for efficient, clear and concise classroom interpreting. Inter-
prets in the preparatory phase of the program, when the need
arises, and volunteers her services whenever the occasion arises.
The Interpreter acts as an assistant to the classroom instructor.

WORK PERFORMED:

1. Interprets faithfully, through the combined method, and to the best of her ability, always conveying the thought, intent of the speaker and avoiding interjections of her own.

2. Interprets in professional meetings or social gatherings, when the need arises.

3. Maintains a student-instructor relationship and insists upon the use of last names.

4. Shall not become involved in student's problems and will refer students to the counselor or social worker for guidance or help with personal matters.

5. Shall strive for clear interpretative communication with each individual student as well as in a group.

6. Will join with professional colleagues for the purpose of sharing new knowledge and developments.

7. Cooperates in the accumulation of related research data.

8. Provides feedback to staff members in order to maintain a constant awareness of student progress.

9. Assists instructors in maintaining order and respect in the hearing classroom.

10. Reverse interprets for the deaf student whenever the need arises.

11. Arranges for volunteer notetakers in the college class. Provides the notetakers with note taking supplies.

12. Makes copies of class notes and distributes them to students.

QUALIFICATIONS: The interpreter should be a member of the Registry of Interpreters for the Deaf and other professional state or national interpreter organizations. She should be skilled in the use of the combined method which includes sign language and fingerspelling, and should have at least two years of interpreting experience. She must possess a warm, friendly personality and must have the ability to adjust to many new and different situations. She should have a knowledge of the problems posed by deafness pertaining to the academic and vocational education process.

JOB TITLE: Researcher

JOB SUMMARY: Responsible to the Assistant Administrator and cooperates
with the research consultant in the conceptualization and
implementation of meaningful research activities. Coordin-
ates research activities with the University of Pittsburgh.

WORK PERFORMED:

1. Conceptualization and design of major research projects
that pertain to program activities.

2. Execution of research investigations including maintenance
of complete and on-going records and reports.

3. Coordinates with staff members in the use of data collection
instruments.

4. Provides informational services to other program personnel
regarding completed, on-going, and proposed research.

QUALIFICATIONS: The researcher should have a master's degree which has
included special courses in research, statistics, and
experimental methods. The researcher should be familiar
with rehabilitative theory and practice. Preferable
major fields of study should be rehabilitation, social
work, psychology, counseling, or education.

JOB TITLE: Psychological Consultant

JOB SUMMARY: The Psychologist acts as a consultant to the Assistant
Administrator and staff concerning psychological and
social services. Responsible for administering the
psychological test battery.

WORK PERFORMED:

1. Participates in the admissions committee staffing and
interprets the psychological test results.

2. Meets with individual staff members to discuss client
problems and performance.

3. Conducts in-service training sessions with the staff.

4. Administers specific psychological tests as required
by the University of Pittsburgh and the program.

5. Cooperates with the research staff in the collection
    of research data.

QUALIFICATIONS: The Psychological Consultant should have a Ph.D. degree
                 from a school of psychology that is accredited by the
                 appropriate associations. He should have at least five
                 years experience and should have acted in a consultative
                 capacity for at least two years. He should be familiar
                 with deafness and the rehabilitation process.

JOB TITLE: Otological Consultant

JOB SUMMARY: The Otologist acts as a consultant to the Assistant Adminis-
              trator and staff, concerning audiological and related medical
              problems. He provides up-to-date audiological evaluations
              for program use.

WORK PERFORMED:

1. Participates in the admission committee staffing and interprets
    the audiological test results.

2. Conducts in-service training sessions with the staff.

3. Administers audiological tests and provides the program
    with an up-to-date medical report on all new students.

4. Cooperates with the research staff in the collection of
    research data.

QUALIFICATIONS: The Otological Consultant must be licensed to practice in
                 the state of Louisiana. Must have considerable professional
                 experience and must possess authoritative knowledge of the
                 principles, practices and techniques inherent to the field.

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Characteristics of Students

Applications for admission to the Delgado project were first accepted in August, 1968. As of February, 1969, a total of 41 applications were completed and considered by the admissions committee. Of that number, 35 applicants were accepted for admission and six were not. Three of the six rejected applications were not accepted primarily because of an academic achievement level below the 5th grade level, and three were rejected primarily because of a history, social, emotional, and/or behavior problem which in the opinion of the Admissions Committee, suggested a high probability that the applicants would be unable to perform at a satisfactory level within the framework of our programs.

Of the 35 students who were accepted by the Admissions Committee, 33 actually entered the programs. Eighteen students entered in October of 1968 and fifteen in February, 1969, for the second semester. Five of the 33 students admitted so far were considered sufficiently well-prepared from an academic and social standpoint to by-pass the preparatory semester and move directly into an ongoing training program at Delgado College. Three of the five who bypassed the preparatory semester went into an Orthotics and Prosthetics training program in October, 1968, and successfully completed the requirements for a diploma on March 26, 1969. These students have returned to their referring Vocational Rehabilitation counselors for placement services. One of the other five students has skipped the preparatory semester, entered the Junior College program in accounting in October, 1968, and is pursuing a two year educational objective in that field. The fifth student who skipped the preparatory semester entered secretarial training at the junior college level in February, 1969, with the vocational objective of continuing her education until job placement can be achieved. Of the 28 students who have entered the preparatory semester thus far, 12 successfully completed the preparatory semester in February, 1969, and began their first semester of training. Thirteen of the fourteen students who began the preparatory semester in February, 1969, completed their preparatory program in July, 1969.

Admission Requirements

The coordinating counselor, Mr. Albert Seal, who is the supervisor of services to the deaf and hard of hearing in Louisiana, Division of Vocational Rehabilitation, is assigned to the Delgado project on a part-time basis. He is responsible for processing all applications and represents the referring Vocational Rehabilitation counselor at admission and progress staffings. When an application is initiated directly by a student, the coordinating counselor provides the student with information about the program and refers him to a general information form as a first step in the application process. If information received on the general information form and correspondence with the

referring counselor indicates that the referral is appropriate, the referring Vocational Rehabilitation counselor is requested to submit a zerox copy of his entire cast folder including:

1. Complete medical workup including audiological evaluation.

2. Psychological evaluation.

3. Report of academic background including transcript, if possible, and information regarding previous social adjustment during academic endeavors.

4. Complete social information including family composition and relationships.

5. A copy of the Vocational Rehabilitation counselor's narrative regarding case workup, eligibility status, and the statement of Vocational Rehabilitation plan.

If the information provided by the referring Vocational Rehabilitation counselor is grossly deficient with respect to the above information, the coordinating counselor may request additional or more up-to-date information. The applicant is then scheduled for admissions staffing.

The only primary admission requirements of the Delgado program for the deaf are:

1. That the applicant be deaf or profoundly hard of hearing (as judged by student's inability to function in an institution for hearing students without supportive assistance).

2. That the students have a minimum of a 5th grade achievement level in all academic areas.

3. That the applicant be a client of and referred by a state Vocational Rehabilitation counselor.

4. He must be at least 18 years of age at his next birthday.

5. He must be in basically good health with no additional handicaps that would negatively affect his training program.

Other admission requirements are of a more informal and qualitative nature. The admissions committee of the Delgado project, composed of project director, psychological consultant, otological consultant, program counselor, social worker, and student counselor carefully reviews all available information submitted by the referring counselor and specifically attempts to examine factors such as:

1. Level of social functioning.

2. Inferred ability to function independently
   or with very little supervision away from
   the family or direct supervision.

3. The student's vocational objective in relation
   to educational opportunities available at this
   facility.

4. The student's previous vocational, academic, and
   social functioning withir his previous educational
   and/or employment enviro٠٠ ٠nt.

5. The student's inferred level of motivation.

Although the above qualitative factors are considered, the consideration
is on an individual basis. The objective of the Admissions Committee is to
utilize the expertise of the staff members present to accept those applicants
into the program who seem to have a reasonable expectation of constructively
utilizing the services offered by the Delgado project for the deaf, and,
conversely, to screen out those applicants (with appropriate referrals to
other existing facilities when applicable) who do not seem able to benefit
from the unique services offered by this facility. The admission procedure
at this point is somewhat exploratory in nature and subject to ongoing modi-
fication as additional experience and feedback is gained by the project staff
with each succeeding semester.

A major area of deficiency in our present admissions procedure is the
high level of variability in the information (quality, completeness, and
up-to-dateness) provided by the referring Vocational Rehabilitation counselor.
A satisfactory solution to this problem has not yet been achieved.

Evaluation and Selection of Vocational Objective:

The evaluation of students at Delgado is seen as a comprehensive and
continuous process that is initiated when the application is first received.
For example, the admissions committee staffing, in effect, represents a
rather gross and subjective evaluation based on the available information
about the applicant regarding whether the student would be able to function
satisfactorily within the framework of and benefit from the program offered.
Once the student is accepted into the program a more intensive and individual-
ized evaluation process is initiated by all staff members involved in the
various phases of the preparatory semester.

Our initial approach with students during the preparatory semester is of course an evaluation of their vocational aptitude and potential and a simultaneous evaluation of and/or stimulation of vocational interests and objectives of the student. The reconciliation of these two essential components of a career plan provides a rather general framework within which the staff functions in selecting specific course offerings. For example, duration of instruction is viewed as a highly variable factor that can be readily modified within a range of from one semester to two years. Examples of situations that might be involved in modifying the duration of instruction would be the student who has a specific employment objective and desires training only to achieve entry level skills to realize the employment objective. Such a student may take only selected courses for one semester that would be helpful in realizing this goal. Another example would be the student who might have some limitations in terms of intellectual capacity, academic background, or motivation that prevents him from completing an entire two year diploma or certificate program but who can successfully complete and benefit from a portion of the total training program and thereby improve his employment potential to the greatest extent possible.

The level of language competency is one of the possibly limiting factors that must be considered in evaluative and counseling efforts directed toward reconciling the two variables referred to above. The evaluation and preparatory or remedial activities take place concurrently within the preparatory semester. Highlights of the evaluation procedures are:

1. The complete psychological test battery administered and interpreted by the project psychological consultant serves as a beginning point of individual evaluation from an academic, social, and emotional standpoint.

2. The academic instructor, with background material available for the case record and with knowledge gained from the psychological test battery administered during the first few days of the students's attendance at Delgado, initiates an individualized academic evaluation by determining, through use of a wide variety of materials different grade levels, the specific level of academic skills. Through ongoing assignments and direct work with students, the academic instructor evaluates motivation, progress, and academic potential. The objective, in terms of evaluation, is by the end of the preparatory semester project staff will have quite firm knowledge about the student's current level of functioning in various academic areas and the long term potential that could be expected. Students in the preparatory semester spend approximately two class hours per day engaged in purely academic activities in individual and small group settings under the supervision of the academic instructor.

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3. Two vocational advisors on the project staff have primary
    responsibilities for vocational evaluation. They, like
    the academic instructor, began the semester with some
    background knowledge of the students in terms of his past
    activities and stated interests and with certain informa-
    tion from the psychological test battery that is pertinent
    to vocational aptitudes and interests. This background
    information is supplemented by individual discussions with
    students at the beginning of the preparatory semester. To
    explore student's interest and simultaneously to evaluate
    vocational potential, the vocational advisors assign and
    supervise the student in the performance of actual work
    samples in a wide range of occupational families that are
    related to the types of training available at Delgado.
    Each vocational advisor has a vocational laboratory with
    appropriate materials, equipment, and supplies to enhance
    the realistic simulation of the work environment to which
    the sample is related. One vocational advisor is competent
    in and evaluates student's interest and potential in the
    areas of electronics, electricity, sheetmetal, woodworking,
    plumbing, and power mechanics. The other vocational advisor
    is competent in and evaluates interest and potential in the
    areas of general business, office machines, typing, data
    processing, graphic arts, offset press, drafting, art, sign
    painting, and photography. Each student in the preparatory
    semester spends approximately two hours per day in the
    vocational interest and evaluation activities. The voca-
    tional advisors attempt to stimulate and develop interest
    in vocational areas in which the students seem to have a
    good potential. The vocational advisor also attempts to
    help redirect interest in the vocational objectives in which
    the student appears to have poor aptitude or potential, or
    when the student's academic background is not consistent with
    the requirements of the vocational pursuit, or the employment
    prospects after training seems limited or non-existent.

    The actual evaluation, from a vocational standpoint, at this
    time, has a certain subjective element and the primary criteria
    is the expert judgment of the vocational advisor based on
    first-hand knowledge of training and/or employment demands in
    the different vocational areas. The work samples are supple-
    mented by assigned and recommended reading regarding various
    vocational opportunities and by occasional exploratory field
    trips to training and employment settings to give the student
    a more vivid personal picture of what various occupations
    are like.

4. The student counselor and the program social worker also serve
    an evaluative function in continuously examining the present
    level of functioning and potential for improvement in the areas
    of maturity, motivation, and personal and social problems re-
    lated to vocational decisions and vocational success.

There is constant informal exchange of information between the staff members involved in the evaluation activities described above. The team approach is viewed as an essential component of the evaluation process. This approach is formalized by regular progress staffing at mid-term and again toward the end of the preparatory semester. The staffings involve written reports from each staff member and an open discussion of progress, problems, and plans. The staff's and students' objective by the end of the preparatory semester is to reach an agreement upon a specific area of vocational training and a specific level of vocational training that is of interest to the student, and is feasible in terms of the student's academic and vocational aptitudes and potentials.

The staff, particularly the vocational advisors and the counselor, attempts to maintain current knowledge through reading, personal contacts with the business community, and contacts with other V.R. personnel and othe vocational instructors about job market condition and anticipated salary ranges. Within the framework of any limitations imposed on vocational objective by evaluated student potential and aptitude, the information about job market and anticipated salary ranges is brought to the attention of the student as the staff helps the student consider various alternatives that seem feasible for him.

At the end of the preparatory semester after the final staffing, the student's vocational rehabilitation counselor has been relayed the plan that has been agreed upon in the form of a staff recommendation. If accepted by the Vocational Rehabilitation counselor, this plan would lead to initiation of the training phase of the student's program at Delgado.

Staff Selection, Orientation, and Training:

The single most important factor in slecting staff members for the project has been personal qualifications in terms of, and/or experience in, the job to be done. Our initial approach was to try to locate and recruit experienced rehabilitation workers with specific skills in various content areas important to the project (academic instruction, interpreting, vocational evaluation and exploration, counseling, social work, and research). We have considered experience in working with the deaf and being a member of the deaf population to be of secondary importance in staff selection. Experience thus far has, on a subjective level, seemed to substantiate our initial opinion that persons with experience in rehabilitation, but inexperence with regard to deafness, could rapidly develop understanding and competence in working with the deaf population. Our orientation and training procedures have thus far been generally informal in nature. Because we are a small staff involved in a new program, there has been a fairly high level of cohesion and generally open communications among our staff members. One important staff need seems to be the need for weekly seminar type staff discussions of progress, problems, and plans with respect to the entire project.

This exchange of ideas and open discussion has been one of the major vehicles for staff training. There have also been occasional staff sessions with the psychological consultant and the otological consultant, and staff members have been given considerable responsibility for self improvement.

Preparatory and Supportive Education:

Upon admission into the program, the student may or may not be required to enroll into the preparatory and supportive education semester, depending on previous work experience and level of achievement. If it is found by the admissions committee that the student need not enter the preparatory semester, he may then register for subjects in the ongoing classes of Delgado College.

The preparatory and supportive education semester is composed of six courses, all of which carry three hours credit. These courses are designed to prepare the student for entry into the college. The courses are as follows:

1. Occupational Information — a survey of the world of work, including a review of basic job families, job requirements job applications, and job analysis.

2. Survey of Vocational Interests — consists of exploration information for the students in real or simulated work activities. This provides first-hand exposure to determine interest and indications of potential areas of training.

3. Preparatory English — is remedial in nature and is designed to bring the functional reading level up to that required by the College.

4. Personal Management — consists of study habits, grooming, safety, first aid, and budgeting.

5. Preparatory Math — is designed to bring the math skills of the individual to that level commensurate with the area of training desired.

6. Communication Skills — is designed to improve the communication skills of the students including finger spelling, sign language, and oral communication.

Occupational Information is taught by the student counselor. Survey of Vocational Interests is taught by the vocational advisors. Preparatory English and Preparatory Math is taught by the academic instructor. Personal Management is taught by the social worker, and Communication Skills is taught by the interpreter staff. As mentioned in the section entitled "evaluation", all staff members are involved in evaluative processes. concurrently with instructional activities. All of the instructional activities combined both group and individual work with students. The primary objective in teaching specific course content is to prepare the

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student for training not only in terms of mastering certain academic and vocational knowledge, but also in terms of study habits, social functioning, and other areas related to success in an academic or vocational setting designed primarily for hearing students.

As far as academic skills are concerned, the courses in Preparatory English and Preparatory Math have been tentatively identified as perhaps most crucial to success in the training phase of the program. The instructor in these areas is faced with extremely high variability among the students in terms of general academic achievement level. Variability also exists in terms of method and level of competence in communication skills and intellectual potential. This high degree of variation has made group instruction unusually difficult, and yet some group instruction is necessary. Because of the student -staff ratio, it is necessary for the academic instructor to deal with groups of from 7 to 10 students at a time for only two hours per day. The instructor has organized group class instruction around areas of common weaknesses and for completion of individualized in-class assignments. All instructional material has been of necessity multilevel ranging from the third grade through algebra in math. As the semester progresses and the vocational objectives of individual students begins to take shape, the instructor has found it necessary to formulate academic objectives for individual students consistent with the academic skills required for different types and different levels of training.

For example, if a student enters a drafting curriculum at a technical level and is considered capable of successfully handling the technical courses in this curriculum, but happens to be weak in English and unable to cope with the specific English course prescribed by the drafting department for their curriculum, the student may be allowed to register for a lower level English course that will be of developmental benefit to him. If, by this strategy, the student improves his English background and is later able to cope with the prescribed English course, then he can obtain full credit for the drafting curriculum. If he successfully completes the technical courses but is still unable to pass the required English course, he will still receive some type of modified certificate or diploma that hopefully will enable him to achieve his vocational objective.

Because of what the instructor has observed to be a tendency toward a somewhat limited attention span and a rather low level of frustration tolerance, classroom activities have been designed to provide immediate reinforcement for satisfactory work and immediate assistance with problems experienced through daily grading of assignments and return of homework papers during the same day the work is done.

Improvement of reading ability and written English skills has been observed as another area of common weakness in which almost all the students need improvement. After a trial and error approach during the first part of the academic year, the instructor has evolved a system whereby class time is

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allowed for free reading with a minimum of one book per week required. The pupils are provided with high interest recreational reading materials (daily papers, magazine, low vocabulary high interest readers, and paper backs) and students are encouraged to read outside class. An English composition assignment is required daily in class and is checked by the student and the instructor together on the same day. Grammar taught in class is selected from common errors revealed in the written assignments.

Modification of Communications Media:

Because we conceived one of the primary objectives of this project as being a determination of the minimum modifications necessary for a training institution designed for hearing students to accommodate deaf students, we have taken a somewhat cautious approach with respect to modification. Probably as much effort has been expended in attempts to help the deaf students adapt and cope with the existing communications environment as has been expended in attempts to modify communications media.

In the preparatory phase, which is viewed as a transitional experience to help the deaf students move from their previous social and academic environments to the social and academic environments they will experience during the training phase of their program, the communications modification has been greater than it has been in the training program. For example, all staff members involved in direct work with students during the preparatory semester are learning manual communication (finger spelling and sign language) to give them a broader range of communication methods and to thereby facilitate communication with the deaf students. Also, visual aids (film strips, transparencies, drawings, and charts) and classroom demonstrations are used whenever possible in the presentation of academic or vocational material, and considerable effort is made to individualize instruction because of the wide range of achievement levels and backgrounds and interests represented by the student group. However, most class material is presented in the form of a lecture and through the use of an interpreter to help to prepare the students for the type of academic settings they will frequently encounter during the training phase of the program. During the training phase, the assignment of an interpreter to each class in which deaf students are enrolled is the only significant modification of communications media. Prior to the beginning of each semester, each instructor who will have deaf students in his class for training for the first time is contacted personally for a brief discussion of the project and the role of the interpreter. Observation thus far suggests that the faculty members in the various divisions of Delgado College, without exception, have accepted the assignment of an interpreter to their class in a positive and constructive manner.

The use of volunteer notetakers from the hearing student population in each class to which deaf students are assigned is the only significant modification of communications media. At the beginning of each new class, the

interpreter or the instructor asks for three volunteers to take notes for the deaf students. The interpreter, thereafter, provides the notetaker with special copy paper at the beginning of each class period and collects the notes that have been taken at the end of the class. These notes are later reproduced for distribution to all students in that particular class. There have been some problems with volunteers who do not attend regularly or drop out of class and with the overall quality and usefulness of the notes to the deaf students. Alternatives to the methods described above are being considered and discussed by project staff and may lead to some experimentation at a later date. With respect to the training phase of our program we currently utilize one of three alternatives including no modification, regular class attendance with supportive tutoring and regular class attendance with interpreting and tutoring. The selection is made from these alternatives for each student on an individualized basis at the end of the preparatory semester but may be changed if monitoring of training progress indicates a need for a change in individual courses. The individual decision about type and extent of instructional modification is made primarily on the basis of language competence and academic background in relation to staff knowledge of demands of different types of courses at different levels of training.

Placement Function: Because all the students in our program are active clients of vocational rehabilitation counselors in their various States of origin, the placement function is seen by us as primarily the responsibility of the referring counselor. The program staff provides the referring counselor with specific recommendations for additional training and/or employment at the end of the preparatory semester and again at the end of the training phase. Some thought has been given to the development and implementation of a follow up plan to provide the staff with feed back information that would be extremely beneficial for recognizing needed program modifications, but at present there is no operative follow up plan.

Interaction of Deaf and Hearing Students:

Maximum opportunity for and encouragement of interaction between the deaf students and the hearing students is incorporated into the overall structure of the Delgado project in a general manner. The decision about whether or not to take advantage of this opportunity is made on a voluntary basis by each deaf student. Some of the structured opportunities for interaction include:

1. Deaf students, like many of the hearing students live in boarding houses or apartment houses near the college. Hearing students may, on occasion, share some of the same housing facilities.

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2. Deaf students in both the preparatory semester and in the
   training phase of the program share the cafeteria, snack
   bar, and lounge that is open to the general student body.

3. Deaf students in both the preparatory and training phase of
   the project belong to the Delgado student government as-
   sociation, and like other separate departments in the college,
   elect their representative to the executive committee of the
   student government association. The deaf students are invited
   to participate in campus wide social events (Christmas dance,
   end-of-the year party, special events, etc.), athletic events,
   and intramural sports. The intramural sports program is new
   at Delgado College and the deaf students attended a number of
   organizational meetings last fall and are planning to form
   teams to participate in various intramural activities this
   fall.

4. Project students in the training phase of their program at
   Delgado have informal contact with hearing students in the
   classrooms. This takes place through class discussions, dis-
   cussions with the hearing students who serve as notetakers
   and more recently, discussions after class based upon the
   offer of hearing students in some classes to help the deaf
   students with some of the class assignments.

There is not a project staff member specifically assigned to facilitate
the interaction between deaf students and hearing students. The social worker
and the student counselor, however, assume informal leadership in this area.
Despite the opportunities for interaction outlined above, the regular inter-
action between deaf students and hearing students has been on a rather minimal
level. The deaf students are participating in most of the activities outlined
above, but tend to participate as a separate group and to stick close together.
The interaction that has occurred, however, has appeared to be on a relaxed,
comfortable level with no indications of friction or conflict. The hearing
students, both in class and outside class, have in general exhibited an attitude
ranging from neutralism to high interest and acceptance for the deaf students.
The communications barrier seems to be the primary obstacle to a greater degree
of interaction between deaf and hearing students.

Housing Arrangements:

If requested by the referring Vocational Rehabilitation counselors and/or
prospective students, the project staff will make available a list of living
accommodations prior to the arrival of the student on campus. Considerations
involved in the recommendation of housing by project staff are:

1. Financial resources of the student.

2. Preference expressed by the student.

3. Distance from campus.

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4. Transportation resources available to
   the student.

5. Staff evaluation of type and degree
   of supervision required by the student.

Within the framework of the above considerations, alternatives
available to project staff in recommending housing are:

1. Commercial room and board arrangements.

2. Furnished rooms in commerical housing where
   students purchase meals in restaurants.

3. Furnished or unfurnished apartments with
   cooking facilities.

4. Room and board arrangements in private
   homes.

Of the 33 students who have entered the program this far, three con-
tinued to live with their parents and were, therefore, not in need of housing.
Of the 30 students who did not continue living with parents, 28 requested
assistance with housing by project staff. Of the 28 for whom housing was
located by project staff, 25 lived in a commercial room and board situation
and three lived in a room and board situation with private homes.

After initial housing has been selected, the student is required to
assume personal financial responsibility. In those situations, where project
staff have located and made arrangements for housing, however, the project
director and/or the program counselor do maintain contact with parties pro-
viding the housing and provide various degrees of supervision if problems
develop. The student counselor and social worker also play an active role
in supervision of the living arrangements through their counseling services.
After entering the program and moving into their housing arrangements, students
are able to terminate their initial housing arrangements and select their own
housing although project staff informally supervise such changes and students
are discouraged from making such changes prior to the end of the preparatory
semester. Of the 28 students for whom housing was recommended by project staff,
7 have subsequently moved from their initial room and board arrangements to
furnished apartments of their own choice.

The project staff has experienced a number of problems related to students'
housing. Because of a number of factors, including availability of adequate
housing near the campus, limited students' financial resources, and limited
Vocational Rehabilitation allowances for room and board, the quality of housing
obtained by students has in some cases not been as high as would be desirable.
There have been some student complaints regarding quality of food provided in
room and board situations. There has been considerable difficulty on the part

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of several students in adjusting to and coping successfully with the degree
of freedom and independence abailable to them by their housing arrangements
in relation to a background which frequently involved a high level of pro-
tection and regimentation. Quite a few of the students have had problems
of financial management due either to lack of experience and knowledge on
their part or to failure of various Vocational Rehabilitation agencies to
meet the cost of housing and food.

The project staff has not in.all cases agreed with some of the rules
and regulations prescribed by some of the leasors and some of the problems
with respect to housing have been created by the leasors in terms of un-
reasonable or inconsistently applied rules. Because these are the kinds of
situations that our students will be required to cope with in "the real
world", the project staff has attempted to help the students achieve a con-
structive learning experience from some of their trials and tribulations",
while at the same time providing some degree of protection to the student
in terms of assisting with alternate housing if a particular situation be-
comes intolerable or if a student is evicted by a leasor (which occurred to
three students). It is predicted that the housing problem (availability of
housing) will become so critical that the number of students accepted will
be limited.

Another difficulty in the housing area has occasionally been poor com-
municative ability between landlord and students. Because of this factor
and because project staff have frequently been involved in the initial
location of housing, several leasors have more or less considered the project
to be responsible for the students and have required a great deal of support
and assistance from the staff in understanding and coping with their student
tenants.

On a more positive side, the present housing arrangements combined with
some supervision and counseling by project staff have provided a very valu-
able learning experience for many of the project students. Almost all of
the students, after a period of adjustment and possibly some trauma, have
been able to meet the challenge of financial management and personal indepen-
dence. A few students, with support from project staff, have demonstrated
the ability to progress from a room and board situation to locating, making
arrangements to lease, and moving into their own apartments without any
direct intervention or supervision from the staff.

Because of the problems we have experienced thus far, the project staff
is considering some modifications in the housing arrangements for students.
We are exploring the possibility of locating and recruiting greater numbers
of private home room and board resources from the deaf community and/or other
interested individuals and groups. The idea of an initial assignment being
based upon individualized assessment of the student's ability to handle this
level of independence is also being considered. The knowledge and experience

that many of our students lack when they first enter the program in such
areas as financial management, student use of leisure time, respect for and
protection of personal property of leasors, appropriate conduct of young
men and women in terms of respecting rights of others (many of our students,
particularly when they are in groups, have had a tendency to be disruptive
to others through excessive noise) and propriety in the conduct of male-
female relationships also is being provided to the students during the pre-
paratory semester not only through individualized counseling, but also
through class material presented and through group discussions.

Financial Considerations:

        Essential expenses involved for students attending Delgado include room
and board, clothing, transportation, miscellaneous expenses, tuition, books
and supplies for course work. Because all of our students are active clients
of state Vocational Rehabilitation agencies, almost all of them have received
varying degrees of financial assistance in meeting these expenses (dependent
upon the operating procedures of their state Vocational Rehabilitation agencies
and the financial resources of the student and his family). When Vocational
Rehabilitation agencies are providing financial support for a student's attend-
ance and request information from the project as to essential expenses, they
have been provided with a schedule of expected expenses prepared by the Delgado
project staff as follows:

    1. Room and board . . . . $120 per month
    2. Transportation and
          Miscellaneous Expenses . . . . $ 20 per month
    3. Tuition for Louisiana Residents . . . . $100 per semester
    4. Tuition for out-of-state
          Residents . . . . $200 per semester
    5. Books and Supplies . . . . $ 35 per semester

        The above schedule was devised by the Delgado staff partly in response to
estimated costs of attending Delgado and partly in response to allowances previ-
ously established by the Louisiana Division of Vocational Rehabilitation for
their clients in training.

        Our experience has revealed a number of difficulties in the financial area.
The amount provided for room and board and the amount for books and supplies
has proven inadequate and plans are in progress to increase the allowances for
room and board and for books and supplies. Another frequent problem has been
that of delay in students receiving monthly Vocational Rehabilitation stipends
which has created financial hardships for students and difficulties for leasors
in situations where students have been unable to pay their rent in advance.
Another problem has been that the above allowances represent minimum necessary
expenditures and do not provide adequately for clothing, recreation, and personal
expenditure. In many cases, students have supplemented the above allowances
with personal savings or contributions from their families, but several students
have suffered very real hardships because of inability or refusal of the family
to contribute supplemental funds.

Publicity and Public Relations:

        With the leadership of the project director and the coordinating counselor,
all staff members have been actively involved in the project public relations
effort which has as its primary goal the dissemination of knowledge to prospective
students about the opportunities provided by the Delgado project.

        Particularly at the local and state level, all staff members have been
involved both in a formal and an informal basis. A descriptive brochure was
prepared and mailed to all agencies and individuals throughout the state known

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to be interested in the project. Staff members have aggressively sought out
opportunities to provide information about the program to school, church, and
civic groups. Several news releases have been issued to the newspapers, radio
and television media. In response to interest expressed by certain segments
of the New Orleans community, a local television station filmed and presented
to the viewing public a descriptive sequence of the entire project.

Telephone or written inquiries from prospective students, relatives of
prospective students, Vocational Rehabilitation counselors, or other interested
individuals are always given high priority in terms of immediate responses,
personal tours of the Delgado facility, or other requested information or
service.

On a regional and national level, the public relations effort has been
channeled primarily through state schools for the deaf, state Vocational
Rehabilitation agencies, and conventions or publications of national professional
organizations serving the deaf. Some descriptive publicity has been received
for the project from the Journal of the National Association for the Deaf, the
Newsletter of the Professional Rehabilitation Workers with the Adult Deaf, and
the National Rehabilitation Association Journal of Rehabilitation. The project
director has presented information about the project at the National Rehabili·
tation Association convention in New Orleans in October, 1968, and the Professional
Rehabilitation Workers with the Adult Deaf conference at Hot Springs, Arkansas,
in May, 1969. The coordinating counselor presented information about the program
to Vocational Rehabilitation personnel and faculty, administrators, and students
at state schools for the deaf in North Carolina, Maryland, Pennsylvania, and
Tennessee. The student counselor and three students attended the Junior National
Association of the Deaf conference and presented a display about the project
in Austin, Texas in April, 1969.

Advisory Board:

The Advisory Board consisting of representatives from the deaf community at
large, professional deaf educators, government, labor, industry, rehabilitation,
and higher education was established in the summer of 1968. The members of this
Board were selected by project personnel on the basis of outstanding experience
and positions of leadership in their respective fields and on the basis of their
stated willingness to serve in an advisory capacity to the project. The eight
member board, selected and currently serving, include the Principal of the
Louisiana State School for the Deaf (Southern University Branch), a teacher from
the Louisiana State School for the Deaf in Baton Rouge, the President of the
Louisiana Association of the Deaf, the President of the Louisiana AFL-CIO, a
Vocational Rehabilitation counselor serving deaf clients from another state, the
Director of a metropolitan service center for the deaf from another state, the
Director of a counselor training program at an out-of-state university, and the
Chief of the Communication Disorders Branch, Social and Rehabilitation Service,
in the Department of Health, Education, and Welfare.

The objectives of the Advisory Board were conceived as:

1. To utilize the unique backgrounds and experiences of the Board members. To initiate a comprehensive and on-going evaluation of the project's objectives, methods, and results and to submit to the Project Director recommendations about ary aspect of the project that may develop from the evaluation.

2. To provide the members of the Advisory Board with comprehensive knowledge of the project thereby enabling them to competently serve as a liaison between the project and the various groups represented by the Advisory Board members.

Seven of the eight members of the Advisory Board conducted their organizational meeting in July, 1968, selected a chairman, and discussed objectives and procedures. Since that meeting, the members of the Advisory Board have been provided with periodic progress reports and several of the members have accepted our request for comments and suggestions. At least one member of the Advisory Board submitted an article about the Delgado project to the journal of a professional organization to which the Advisory Board member belonged.

Guidelines:

The formulation of comprehensive and concrete guidelines for the development of programs for the deaf at other institutions has not yet been accomplished by the project staff. We have reached certain tentative conclusions based on our experience thus far, but believe that additional experience and exploration will be required to maximize the fruitfulness of the guidelines that will be ultimately produced by this project.

Our tentative ideas about guidelines at this point are as follows:

1. A prerequisite for the establishment of a successful program seems to be a high level of receptiveness, enthusiasm and support from both the administrative staff and the faculty of the institution that desires to establish a program for the deaf.

2. As we have become more familiar with the characteristics of the student population being served, we are more than ever convinced that the ideal setting for a program like this is an institution that provides primarily vocational and technical training preferably with a wide range of levels of training.

3. We are more than ever convinced that a minimum of a full semester of preparatory and remedial experience containing academic and vocational instruction and evaluation and a wide range of counseling services is absolutely essential to the successful adjustment of the student population being served in a training situation such as offered at Delgado.

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4. It is highly desirable that all program ε ⁻ff possess manual communication skills in addition to utilization of other communication media.

5. Approximately three to six months of staff planning orientation and training prior to acceptance of students seems desirable.

6. Financial support of students from a public source seems essential for a great majority of the students.

7. Students will need some assistance and some supervision with respect to housing, either from the project staff or from some other community service agency.

8. Students will need some supportive tutoring outside the classroom during their first semester of training.

As mentioned above, this represents only some tentative thinking we have done based on our experience thus far, but may be of interest as we progress toward the development of more comprehensive and more firmly documented guidelines.

As of September, 1969, Delgado's enrollment in the program for the deaf is approximately 50 students. Twenty-six of these students are in the preparatory phase and 24 students are in the training phase. Twelve of these students are entering training for the first time; the remaining are continuing their training program. Presently, the students are in 75 different classes with the aid of six interpreters.

One program change that has been made is to lengthen the preparatory semester from 4 months to 5 1/2 months. The staff felt that 4 months was not sufficient to accomplish all the aims of the preparatory semester. This change divides the year into two semesters.

Interpreters are used in the preparatory semester to aid the adjustment of using interpreters when the students enter the training phase of the program.

Program for the Deaf at Seattle Community College:

Seattle Community College is a public community college and is an approved state-supported institution with vocational technical curriculums accredited by the appropriate state and federal agencies. With more than 14,000 full and part time students, Seattle Community College is already the largest of its type in the nation. The program for the deaf is under the direction of Mr. Herbert Barkuloo. Twenty-three students are presently enrolled in the program, representing 7 states. Seven students are enrolled in the two year vocational-technical programs including electronics, machine shop welding, graphic arts, sheet metal, and cosmotology. One is in the college parallel program and 15 are in the preparatory program.

The bulk of the students are enrolled in the College Exploratory Program. These are regular classes taught by the College faculty, although additional tutorial support is offered to the students enrolled in these classes. Although these classes could have been taught by the staff in the program for the deaf, it was felt that it would be better for the students to be enrolled in the regular program in order that they, first, be able to feel a part of the College; and secondly, that advantage could be made of the expertise offered by the regular faculty.

It is possible that these courses may be too advanced for some of the students. If this is the case, two alternatives are available; either stepping down one notch in the College Program and enrolling the students in the remedial courses of the Adult High School section or having the courses taught by staff members of the program for the deaf.

As part of the preparatory program, a course is being taught for deaf students only, involving information and knowledge needed for success on the job. In conjunction with the various department heads, this course will provide students with experience in all applicable vocational-technical areas offered by the College, including two weeks in those areas, which after experience and information, the students wish to explore in depth.

It is hoped that at the end of one quarter, the students will be prepared to make a choice of areas. This choice, if reasonable, may require that they stay in the preparatory program longer in order to upgrade those skills needed to be successful in the areas of choice. Individual and group tutoring is available through all phases of the program.

Three levels of instruction are available: certificates and degrees are awarded for satisfactory completion of a wide variety of programs. An Associate in Applied Science is awarded for satisfactory completion of a specific program of study in occupational education. The amount of credit and time required for completion varies with each program.

Housing for the students is available at the Evangeline Residence, for out-of-town girls, and Seattle University, for out-of-town boys. At the Evangeline Residence, the costs are $28.50 per week, which includes two meals a day and at Seattle University, the cost for the school year is $930, which includes three meals a day. All of the social and recreational facilities at both of the residential settings are available to the students. In order to

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help make the adjustment to a new living situation, the out-of-state and out-of-town students were brought in one week before the beginning of school for an orientation program. Thus far, no major problems involving student behavior have developed.

An in-service training course is presently being conducted for over 80 faculty members. This is a ten week course involving a lecture and reading orientation to deafness, and the learning of manual communication. A copy of the scheduled lectures is included in the appendices.

The program for the deaf is presently operating with 5 full time staff members and 6 part time interpreters.

Program for the Deaf at St. Paul Technical Vocational Institute:

The St. Paul Technical Vocational Institute is located in St. Paul, Minnesota. It meets standards established by the Minnesota State Plan for Technical Vocational Education. There are 34 major areas of study at St. Paul Technical Vocational Institute. These major areas are changed to meet the needs of industry. There are 26 area schools in the State of Minnesota, each school offering some programs not offered in the other schools. Deaf students are eligible to participate in any of the area technical vocational schools in the state. Overall, there are more than 300 major areas of training available.

The St. Paul program for the deaf is directed by Mr. Robert Lauritsen. As of September, 40 students, representing 11 states and Canada, are enrolled in the program. Twenty-five of these students are attending preparatory classes and 15 students are attending regular classes in the training ar   of their choice. Areas in which deaf students are presently enrolled include production art, chemical technology, graphic arts, welding, carpentry, machine tool processes, apparel arts, cosmotology, auto body, and traffic transportation.

Some of the students in preparatory classes will move into training classes fairly soon and a limited number of new students will be accepted into the program in December to replace those having completed the preparatory work.

The preparatory program includes classes in personal management, mathematics, language, reading, and vocational exploration plus elective classes in manual communication, speech correction, auditory training, tutoring, and supervised study.

After this pre-vocational period, the student is formally enrolled into the regular vocational training program. The course content includes regular vocational or technical training without modification, developing specific job skills within certain areas, related classes with interpreting, tutoring in special classes when needed, and special communication classes for deaf students only. Supportive educational services are concurrent with the regular course work. On-the-job-training is considered a part of some of the courses.

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A certificate will be awarded to students completing a one year program or a short-term retraining program. A diploma will be awarded to those having completed a two-year program.

Housing arrangements have been made for 26 of the students in rooming houses, apartments, and the Y.M.C.A. and Y.W.C.A. The other students live within commuting distance of the St. Paul Technical Vocational Institute.

In-service ti .ining will be provided for the project staff and the general staff of the St. Paul Institute. Orientation to the project program and to the general area of deafness will be offered to the student body of T.V.I., the general community, organizations of and for the deaf, and other interested organizations. Presently, a sign language class is being taught 2 nights a week for T.V.I. faculty with 60% of the faculty attending. One .ight a week, a sign language course is offered for the T.V.I. students and 60 students are attending the class.

The program for the deaf has a staff complement of 7 full time and 6 part time people. Included in this staff are 1 full time and 4 part time interpreters.

Review of Relevant Literature:

Since this project represents a new venture, there is no specific liter-
ature on the post-secondary programs other than papers presented at various
conventions throughout the year concerning this project. There are, however,
some related activities and research in varied aspects of vocational rehabili-
tation and training of deaf people.

The National Technical Institute for the Deaf Act became Public Law 89-
36 on June 8, 1965. This legislation provides for a residential, post-secondary
technical education facility which will prepare young deaf adults for successful
employment. The University.of Pittsburgh, as an applicant, developed an extensive
design for this Institute.

Rehabilitation centers specifically organized to work with deaf people have
been established in St. Louis, Missouri and Hot Springs, Arkansas. (V.R.A. projects
RD-1804 and RD-1932). These centers concentrate primarily on less independent
deaf individuals. Also, a counseling center for the deaf has been established in
Pittsburgh.

Research literature in the broad area of rehabilitation of the deaf has
been reviewed by W. Craig and S. Kates in Research Trends in Deafness, Monograph,
Vocational Rehabilitation Administration, Washington, D. C., 1967. Perhaps the
most relevant literature on the vocational status of the deaf and the need for
regional vocational centers for the deaf are studies by Lunde and Bigman (RD-79);
Boatner, Stuckless, and Moores (RD-1295); and Kronenberg and Blake (RD-1652).

Vaughn, (RD-1054), developed a program for the hearing impaired which attempted
to bridge the gap between the school oriented and rehabilitation center oriented
programs. She set out to determine the effectiveness of programs in existing
educational facilities when certain techniques are utilized to minimize the
communication problem.

A conference entitled, "New Vistas for Competitive Employment of Deaf
Persons", supported in part through grant number 684-T-67, was held at the
University of Pittsburgh in October, 1967. The proceedings from this confer-
ence will soon be published as a monograph supplement in the Journal of
Rehabilitation of the Deaf.

The current emphasis on the critical need for vocational training in existing
centers adapted for the needs of deaf students stems from a report to the Secretary
of Health, Education and Welfare, in 1965. This committee specifically recommended
the establishment of regional post-secondary programs in "vocationally oriented
junior colleges, area vocational schools and residential schools". Implementation
of this recommendation was suggested through present provisions under P.L. 88-164
and P.L. 89-333.

Presentations concerning the project have been given at the International
Seminar on the Vocational Rehabilitation of Deaf Persons, Hot Springs, Arkansas,
June, 1968; Professional Rehabilitation Workers with the Adult Deaf Convention,
Hot Springs, Arkansas, May, 1969; and the Convention of American Instructors of
the Deaf, Berkeley, California, June, 1969.

Publications describing the project appeared in the Journal of Rehabilitation of the Deaf, Volume 2, Number 3, October, 1968; and the International Research Seminar on the Vocational Rehabilitation of Deaf Persons, Social and Rehabilitation Service, Department of Health, Education and Welfare, Washington, D. C., 1968.

APPENDICES

APPENDIX A

INSTRUMENTATION

Communication:

    1. Craig Lipreading Inventory - Form A
    2. Speech Intelligibility Test
    3. Pittsburgh Language Assessment
       for the Deaf
    4. Manual Communication Proficiency Test

Education:

    1. Wechsler Performance Scale for Adults
    2. General Aptitude Test Battery
       Form B - Test of "g" - Culture Fair, Scale 2
    3. California Achievement Tests - Forms W,X,Y

Personal - Social Orientation:

    1. A Scale to Measure Attitudes Toward
       Disabled Persons - Form O
    2. Mooney Problems Checklist - Form J - Jr. High Level

Vocational:

    1. Minnesota Vocational Interest Inventory
    2. Bender-Gestalt

SEATTLE COMMUNITY COLLEGE - PROGRAM FOR THE DEAF

In-Service Training Course on Deafness

(Fall, 1969)

Credits: 3

Hours: 3 p.m. to 6 p.m.

Dates: October 6 through December 8 (Mondays)

Location: to be announced

Cost to Participants: None

Purpose: 1. To provide SCC instructors and other interested personnel
                with a basic orientation to the personal and educational
                handicapping aspects of deafness.

            2. To acquaint and train SCC personnel in communications skills
                useful in dealing with deaf students.

Class Format: A three-hour weekly meeting divided as follows:

            1. Lecture: 1 hour, 15 minutes
            2. Break: 15 minutes
            3. Instruction in manual communication: 1 hour, 30 minutes

Lecture Schedule:

   October 6   Overview on Deafness
                       Staff, Program for the Deaf
                       Seattle Community College

   October 13   History of the Education of the Deaf
                       Dr. M.B. Clatterbuck, Superintendent, Oregon State
                         School for the Deaf
                       Dr. Virgil Epperson, Superintendent, Washington State
                         School for the Deaf

   October 20   Educational Considerations of Deafness
                       Mr. Delbert Royer, Director, Program for the Deaf
                         Seattle Public Schools

   October 27   Audiological Considerations of Deafness
                       Dr. Donald Harvey, Audiologist, Seattle Speech
                         and Hearing Center

November 3   Psycho-social Considerations of Deafness
                    Mr. Neil Sherwood, Psychologist
                        Oregon State School for the Deaf

November 10   The Deaf Person in Industry
                    Mr. Norm Silver, Personnel Director
                        (handicapped), Tektronix Corporation
                        Beaverton, Oregon

November 17   Instruction in Manual Communication (3 hours)
                    Mrs. Shisler

November 24   Panel Discussion: The Rehabilitation Process
                    Mrs. Mildred Johnson, Rehabilitation Counselor, Seattle
                    Mr. Lionel Woodworth, Rehabilitation Counselor, Vancouver
                    Mrs. Lois Tollefson, Rehabilitation Counselor, Salem
                    Mr. Donald Schwehn, Rehabilitation Counselor, Portland

December 1   Instruction in Manual Communication (3 hours)
                    Mrs. Shisler

December 8   The Deaf Person Views Seattle Community College
                    Mr. Don Pettingill, Coordinator, Rehabilitation Service
                        Seattle Hearing and Speech Center
                    Mr. John O'Brien, Developmental Instructor
                        Program for the Deaf, Seattle Community College
                    Deaf Student

APPENDIX   C

APPLICATION

The application includes items necessary for
realistic admission decision and individualized pro-
gram planning.   This application is used by all three
participating schools.

Explanation and Instructions for Completion of Application Form

Careful and accurate completion of the attached application form is necessary to initiate an application for your client. The information you provide is <u>crucial</u> to the success of our program as it enables our staff to:

1. Determine eligibility of applicants for admission to our program.

2. Make realistic assessments of the probability of applicants being able to function satisfactorily within the framework of, and benefit from, the services we provide.

3. Develop individualized services for accepted applicants in the academic, vocational, counseling, communications, and supervision areas.

4. Maximize the research contributions of our program experience in this new and exciting area of education for the deaf.

We are asking referring Vocational Rehabilitation counselors to assume responsibility for completion of the application forms because our experience reveals that many prospective students are not able to provide the necessary information. Although your case record will undoubtedly contain much of the information requested, an interview with your client and/or members of his immediate family will probably be necessary in most situations.

Thank you so much for helping us obtain this important information so that we might be of maximum service to your client.

Improved Vocational, Technical and

Academic Opportunities for Deaf Persons

APPLICATION

I. __General__ __Information__: (please print)

1. Name of Applicant:_____
   (last)   (first)   (middle)

2. Address:_____
   (No. and Street)   (City) (County)   (State and Zip)

3. Date of Birth:_____ Age:_____

4. Sex:_____

5. Religious Preference:_____

6. Marital Status: Single (never been married) . . . . _____

                    Married . . . . _____

                    Separated, Divorced, Widowed . . . . . . _____

7. In event of an emergency, notify:

   Name_____Relationship_____

   Address_____

   Phone_____Alt. Phone for Emergency_____

8. Parents or Guardian: Name_____

   Address_____

9. Approximate distance in miles from applicant's present residence to
   (New Orleans)
   (Seattle)
   (St. Paul) _____.

10. How did applicant first learn about the (Delgado) (Seattle) (St. Paul)
    Program? Write In.

    _____

    _____

11. When does applicant wish to enroll?_____
    (Semester)   (Year)

II. Educational Information:

   A. Formal Education:

      1. For every school(pre-elementary through college, if any) that
         applicant has attended (including current school), please
         provide the following information:

         a. First School attended:

            Name:_____

            Address:_____

            Dates Attended. From:_____ To _____
            Type of School: Residential_____ Day_____
            Applicant attended classes:
                 With other deaf students only..........._____
                 With deaf and hearing students........._____

         b. Second School attended:

            Name:_____

            Address:_____

            Dates Attended: From:_____ To _____
            Type of School: Residential_____ Day_____
            Applicant attended classes:
                 With other deaf students only..........._____
                 With deaf and hearing students........._____

         c. Third School attended:

            Name:_____

            Address:_____

            Dates Attended: From:_____ To _____
            Type of School: Residential_____ Day_____
            Applicant attended classes:
                 With other deaf students only..........._____
                 With deaf and hearing students........._____

         d. Fourth School attended:

            Name:_____

            Address:_____

            Dates Attended: From:_____ To _____
            Type of School: Residential_____ Day_____
            Applicant attended classes:
                 With other deaf students only..........._____
                 With deaf and hearing students........._____

      Note: Use back of page, if additional space is needed.

2. The next five questions are about the grade level or high school level school that the applicant is presently attending or the grade or high school level school most recently attended. Please provide:

    a. Name of School_____

    b. Type of Diploma received or expected at end of this term:

        None.._____
        "Certificate of Attendance"...................._____
        Vocational Diploma or Certificate............._____
        Regular Academic Diploma......................_____
        Other (describe)_____

        _____

    c. Reason(s) applicant discontinued (or plans to discontinue)
        grade or high school attendance:

        Graduated (or plans to graduate)................._____

        Other (describe)_____

        _____

    d. Description of social adjustment (relationship with peers and
        teachers, disciplinary problems, etc.):_____

        _____

        _____

    e. Description of extracurricular activities and interests:_____

        _____

        _____

3. If applicant has attended or is attending a post-secondary college or university, please describe:

    a. Academic Adjustment:_____

        _____

    b. Social Adjustment:_____

        _____

    c. Reasons applicant discontinued (or plans to discontinue) college
        or university attendance:_____

        _____

        _____

B. Achievement and Intelligence Tests:

    1. Most recent academic achievement test:

        a. Date administered _____
        b. Name of test _____ Form _____ Level _____
        c. Arithmetic grade level _____
        d. Reading grade level _____
        e. Total battery grade level _____

    2. Most recent Intelligence Test

        a. Date administered _____
        b. Name of test _____ Form _____ Level _____
        c. Performance I. Q. score _____
        d. Verbal I. Q. score _____
        e. Full-scale I. Q. score _____

III. Audiological and Communication Information:

    1. Probable age at onset of hearing loss:

        At Birth _____
        At age of _____

    2. Degree of hearing loss: dB. Left _____ dB. Right _____

    3. Does applicant regularly (most of the time) use a personal
       hearing aid?

       No........................_____
       Yes, left ear only..........._____
       Yes, right ear only..........._____
       Yes, both ears..........._____

    4. Receptive Communication Ability:

        a. If applicant uses a personal hearing aid, rate below ability
           to hear and understand conversational speech with and with-
           out a hearing aid. If applicant does not use a hearing aid,
           rate ability to hear and understand without a hearing aid only:

        With Hearing Aid   Without Hearing Aid

       _____ can hear and understand most speech _____
       _____ can hear and understand some speech _____
       _____ cannot hear and understand any speech _____

        b. Lipreading ability: Good _____, Fair _____, Poor _____, None _____

          "Reading" manual communications (fingerspelling and/or sign
          language: Good _____, Fair _____, Poor _____, None _____

          Reading ability: Good _____, Fair _____, Poor _____, None _____

5. Expressive Communicative Ability:

    a. Speaking ability: . . . . Good _____ Fair _____ Poor _____ None _____

    b. Fingerspelling ability: . . . . . . Good _____ Fair _____ Poor _____ None _____

    c. Sign language ability: . . . . . . Good _____ Fair _____ Poor _____ None _____

    d. Writing understandable notes: Good _____ Fair _____ Poor _____ None _____

IV. Vocational Information:

1. Vocational areas in which applicant has at least a tentative interest:

    a. _____

    b. _____

    c. _____

2. Did applicant receive any vocational training while attending grade school or high school?

    NO _____

    YES _____

Type of training received	No. of semesters training received
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

3. Has applicant received formal vocational or technical training since leaving grade school or high school?

    NO _____

    YES _____

    Type: _____ received for _____ months. Describe outcome of training:

_____

_____

_____

4. Has applicant ever been regularly employed (full-time or part-time?

NO_____
YES_____ Please indicate:

Type of Work	Full Time	Part Time	Dates of Employment From:	To
a._____	_____	_____	_____	
b._____	_____	_____	_____	
c._____	_____	_____	_____	
d._____	_____	_____	_____	

5. If applicant has been employed, please describe type of adjustment (positive and negative factors) during most recent employment:

_____

_____

_____

V. Family and Social Information:

1. Are any members of applicant's immediate family (parents and siblings) deaf?

NO_____
YES_____ Please complete:

Number of deaf parents_____ .   Number of hearing parents_____ .
Number of deaf siblings_____ .   Number of hearing siblings_____ .

2. Please describe the type of relationship that exists between the applicant and members of the immediate family:_____

_____

_____

_____

3. Please describe the degree to which the applicant functions independently of and/or dependently upon members of the family (living arrangements, finances, supervision, etc.):_____

_____

_____

_____

4. Has applicant experienced any difficulties with police and/or court officials?

NO _____
YES _____ , Describe _____

_____

_____

5. Has applicant received professional services for social-emotional-psychiatric problems?

NO _____
YES _____ , Describe _____

_____

_____

6. Does applicant have any disability other than impaired hearing?

NO _____
YES _____ , Describe _____

_____

7. Please make any additional comments about the applicant's background or present situation that seem relevant to this application:

_____

_____

_____

_____

Referring Vocational Rehabilition Counselor:

Name _____

Address _____

_____

Telephone: Area Code _____ No. _____

Signature: _____

Date Application Completed: _____

APPENDIX D

ADMISSIONS INFORMATION QUESTIONNAIRE

This questionnaire abstracts data from the
admission application to be keypunched, and is com-
pleted for all students staffed, whether accepted or
not. When data on this form is completed, there will
be background and descriptive information available on
all who apply to the program, including reasons for re-
jecting those not accepted. It is used by all three schools.

Name of Applicant: _____
Abstracted by: _____

ADMISSIONS INFORMATION QUESTIONNAIRE

Explanation and Instructions:

The purpose of this questionnaire is to guide the systematic abstraction, coding and keypunching of all available data that has research potential about all applicants who have been staffed for admission. The data collected through the use of this questionnaire will be an essential component of the descriptive, evaluative and predictive research that is crucial to the success of the program for the deaf. The success of the deaf project research efforts are therefore dependent upon the careful and accurate completion of this questionnaire.

A questionnaire should be completed by the assigned professional staff member for each applicant immediately after the admission staffing. If an applicant withdraws or discontinues his application before being staffed by the admission committee, a questionnaire shall not be completed. If an applicant who has been staffed by the admission committee but not accepted (or accepted but decides not to enter) should during a subsequent semester re-apply for admission, a second "Admissions Information Questionnaire" shall be completed with reference to the second application.

Some of the items in this questionnaire have specific instructions which should be observed closely. General instructions that apply to all items are as follows:

1. Code only one answer for each item.
2. Code the "no information" choice only after a careful review of the indicated data sources fails to reveal an answer with a high probability (in the judgment of the abstractor) of being correct.
3. Be careful to specify the exact answer for those items which ask for specific information in addition to circling one of the responses given.
4. On the questions identified as "judgment items", the "no information" response should be selected only when the indicated data sources do not contain sufficient information (in the opinion of the abstractor) to reach a reasonably sound judgment.
5. When more than one data source is given for an item, the data sources should be examined in the same order in which they are listed. In case of contradictory information from different sources, the data source listed first should be considered more accurate than subsequent sources listed.
6. "Deaf" is used in this questionnaire in a functional sense and includes those who might be technically classified as "hard of hearing".

CARD COL.	CLASSIFICATION				ITEM NO., DESCRIPTION AND INSTRUCTIONS	DATA SOURCE
1	0	No information			1. Regional Center submitting data	Assigned by researcher
	1	Delgado				
	2	Seattle				
	3	St. Paul				
2-5	0	0	0	0	2. Four digit student identification number assigned by regional center (Code the appropriate No in each of the four columns: for example, if an applicant has an assigned I.D. No. of 56, the numbers to be circled, from left to right, would be 0,0,5, and 6.)	Name tab of case record
	1	1	1	1		
	2	2	2	2		
	3	3	3	3		
	4	4	4	4		
	5	5	5	5		
	6	6	6	6		
	7	7	7	7		
	8	8	8	8		
	9	9	9	9		
6	0	No information			3. Card deck number	Assigned by researcher
	1	Admissions information questionnaire				
7	0	No information			4. Age at last birthday at time of application (compare date of birth to date of application)	Application Section 1, No. 3 (date of birth) and application P.7 (date of application)
	1	15-16				
	2	17-18				
	3	19-20				
	4	21-22				
	5	23-24				
	6	25-26				
	7	27-28				
	8	29-30				
	9	31 or over (specify age_____)				
8	0	No information			5. Sex of student	Application Section I, No. 4
	1	Female				
	2	Male				
9	0	No information			6. Marital status of student at time of application	Application, Section I, No. 6.
	1	Single, Never been married				
	2	Married				
	3	Separated, divorced or widowed				

CARD COL.	CLASSIFICATION		ITEM NO., DESCRIPTION AND INSTRUCTIONS	DATA SOURCE
10	0	No information	7. Distance in miles	Application,
	1	0-49	between student's per-	Section I,
	2	50-149	manent residence at time	No. 9
	3	150-299	of application and the	
	4	300-499	regional center to which	
	5	500-999	he is applying.	
	6	1000-1999		
	7	2000-2999		
	8	3000-or over		
		(specify_____)		
11	0	No information	8. Academic year during	Application,
	1	Academic year,1968-69	which student is applying	Section I,
	2	" " 1969-70	for admission (1968-69	No. 11
	3	" " 1970-71	academic year starts in	
	4	" " 1971-72	9-68 and ends in 8-69)	
	5	" " 1972-73		
	6	" " 1973-74		
12	0	No information	9. How did student first	Application,
	1	Vocational Rehab Personnel	learn about the program for the deaf?	Section I, No. 10
	2	School Faculty		
	3	News Media		
	4	Family or relative		
	5	Friend who attended Delgado		
	6	Other(describe_____		
13	0	No information	10. Type of school	Application,
	1	residential	applicant first attended.	Section II,
	2	day		No. A-1
14	0	No information	11. Type of classes	Application,
	1	Deaf Students only	applicant attended in the	Section II,
	2	Deaf and hearing students integrated	first school attended.	No. A-1
15	0	No information	12. Applicant's age (at	Application,
	1	2 years or younger	last birthday) at time	Section II,
	2	3 "	of admission to first	No. A-1 and
	3	4 "	school attended. (Compare	Section I,
	4	5 "	date of entry to first	No. 3
	5	6 "	school attended to date	
	6	7 "	of birth)	
	7	8 " or older		
		(specify_____)		

CARD COL.	CLASSIFICATION	ITEM NO., DESCRIPTION AND INSTRUCTIONS	DATA SOURCE
16	0 No information 1 Did <u>not attend</u> 2 1-2 3 3-4 4 5-6 5 7-8 6 9-10 7 11-12 8 13-14 9 15 or more (specify_____)	13. Total number of years the applicant attended a residential school.	Application Section II, No. A-1
17	0 No information 1 Did <u>not</u> attend 2 1-2 3 3-4 4 5-6 5 7-8 6 9-10 7 11-12 8 13-14 9 15 or more (specify_____)	14. Number of years in <u>residential</u> school with <u>classes for deaf only.</u>	Application, Section II, No. A-1
18	0 No information 1 Did <u>not</u> attend 2 1-2 3 3-4 4 5-6 5 7-8 6 9-10 7 11-12 8 13-14 9 15 or more (specify_____)	15. Total number of years the applicant attended a day school	Application, Section II, No. A-1
19	0 No information 1 Did <u>not</u> attend 2 1-2 3 3-4 4 5-6 5 7-8 6 9-10 7 11-12 8 13-14 9 15 or more (specify_____)	16. Number of years in <u>day</u> school with classes <u>for deaf only.</u>	Application, Section II, No. A-1

CARD COL.		CLASSIFICATION	ITEM NO., DESCRIPTION AND INSTRUCTIONS	DATA SOURCE
20	0 1 2 3 4 5 6 7 8 9	No information Did <u>not</u> attend 1-2 3-4 5-6 7-8 9-10 11-12 13-14 15 or more (specify_____)	17. Total number of years the applicant attended classes that were integrated with hearing students (in either a day school and/or a residential school)	Application, Section II, No. A-1
21	0 1 2 3 4 5 6	No information Applicant <u>attending</u> school at time of admission staffing Less than one year 1-2 years 3-5 years 6-10 years 10 years or more (specify_____)	18. Length of time between most recent school attendance and date of admission staffing.	Application, Section II, No. A-1 <u>and</u> date of admission staffing
22	0 1 2 3 4 5	No information None Certificate of attendance Vocational diploma or certificate Regular academic diploma Other (describe_____)	19. Type of diploma received by student at termination of <u>secondary</u> school attendance.	Application, Section II, No. A-2b
23	0 1 2 3	No information Below average Average Above average	20. General level of academic achievement at <u>most recent school attended</u> (judgment item)	Application, Section II, No. A-2, transcript of school record, and narrative case history
24	0 1 2 3	No information Poor Fair Good	21. General level of social adjustment at most recent <u>secondary</u> school attended (judgment item)	Application, Section II, No. A-2 <u>and</u> narrative case history

CARD COL.		CLASSIFICATION	ITEM NO., DESCRIPTION AND INSTRUCTIONS	DATA SOURCE
25	0	No information	22. If applicant has attended a college or university, is there evidence of academic difficulty?	Application, Section II, No. A-3 and narrative case history
	1	Did not attend		
	2	No		
	3	Yes		
26	0	No information	23. If applicant has attended a college or university, is there evidence of social adjustment problems?	Application, Section II, No. A-3, and narrative case history
	1	Did not attend		
	2	No		
	3	Yes		
27	0	No information	24. Total battery academic achievement grade level on most recent achievement test prior to admission staffing (Note: code "no information" if results are more than two years old at time of admission staffing)	Application, Section II, No. B-1
	1	Below 5th grade		
	2	5th grade		
	3	6th "		
	4	7th "		
	5	8th "		
	6	9th "		
	7	10th "		
	8	11th "		
	9	12th " or above (specify_____)		
28	0	No information	25. Full-scale I.Q. score on most recent evaluation prior to admission staffing.	Application, Section II, No. B-2
	1	Below 80		
	2	80-89		
	3	90-109		
	4	110-119		
	5	120 or above		

CARD COL.	CLASSIFICATION	ITEM NO., DESCRIPTION AND INSTRUCTIONS	DATA SOURCE
29	0 No information 1 Level 1: Student is almost totally dependent upon parents for guidance and supervision, finances, living arrangements, etc. 2 Level 2: Student is beginning to achieve independence in some areas, through part time employment, living away from home for school and/or summer jobs, etc. 3 Level 3: Student is almost completely independent and emancipated, makes his own decisions in most areas, assumes responsibility for himself financially, etc. 4 Level 4: Student is completely emancipated, has permanent residence away from his parents etc.	26. Dependence-independence of student in relation to his parents or parent surrogates. (judgment item)	Application, Section V, No. 3, and narrative case history
30	0 No information 1 Does not apply because student is almost totally emancipated from parents and parental relationship does not seem to be a significant factor. 2 Negative relationship with considerable conflict and/or estrangement 3 "Average" relationship, with weak and strong points, but no pre-dominately positive or negative pattern 4 Strong, positive relationship, with mutual respect and understanding and with family playing a supportive, encouraging role.	27. Quality of relationship between student and parents or parent surrogates (judgment item)	Application, Section V, No.2 and Narrative case history

ERIC

CARD COL.	CLASSIFICATION	ITEM NO., DESCRIPTION AND INSTRUCTIONS	DATA SOURCE
31	0 No Information 1 All members of immediate family are deaf 2 Both parents are deaf and there is at least one deaf sibling 3 Both parents are deaf, but there are no deaf siblings 4 One parent is deaf and there is at least one deaf sibling 5 One parent is deaf but there are no deaf siblings 6 Neither parent is deaf but there is at least one deaf sibling 7 None-student is only deaf member of family	28. Extent of deafness in student's immediate family. "Family" refers to the home in which the student spent most of his early childhood. (code first number that applies)	Application, Section V, No. 1
32	0 No Information 1 No 2 Yes	29. Has applicant experienced difficulty with police and/or court officials?	Application, Section V, No.4
33	0 No Information 1 No 2 Yes	30. Has applicant received professional services for social-emotional-psychiatric problems?	Application, Section V, No. 5
34	0 No Information 1 Has not received professional services 2 No 3 Yes	31. If applicant has received professional services for a social-emotional-psychiatric problem, does the problem currently represent a vocational handicap (judgment item)	Medical, psychological and social section of case record and narrative case history
35.	0 No Information 1 Has received professional services 2 No 3 Yes	32. If applicant has not received professional services, does a social-emotional-psychiatric problem exist that is serious enough to represent a vocational handicap (judgment item)	Medical, psychological and social section of case record and narrative case history

CARD COL.	CLASSIFICATION		ITEM NO., DESCRIPTION AND INSTRUCTIONS	DATA SOURCE
36	0 1 2 3 4	No information No Yes - mild (does not seem to represent a vocational handicap) Yes - moderate (places some limitations on applicant's vocational potential and should be considered in vocational planning Yes- severe (Markedly restricts applicant's vocational potential and there is some doubt about whether or not the handicap can be surmounted	33. Does applicant have a physical disability other than impaired hearing? (If "yes", severity of disability is a judgment item)	Medical section of case record and application, Section V, No. 6
37	0 1 2 3 4 5 6	No information At birth After birth, but prior to age 2 Age 2 or later, but prior to age 6 Age 6 or later, but prior to age 12 Age 12 or later, but prior to age 20 Age 20 or later (specify_____)	34. Probable age at onset of hearing loss	Medical section of case record and/or application, Section III, No. 1
38	0 1 2 3	No information Cannot hear and understand any speech. Can hear and understand some speech Can hear and understand most speech.	35. What is the applicant's highest level of consistent verbal receptive ability (with or without a hearing aid)	Application, Section III, No. 4-a
39	0 1 2 3	No information Poor Fair Good	36. What is the level of the applicant's speaking ability?	Application, Section III, No. 4-b

CARD COL.	CLASSIFICATION	ITEM NO., DESCRIPTION AND INSTRUCTIONS	DATA SOURCE
40	0 No information 1 Primarily "oral" methods (speaking, lip-reading) 2 Primarily "manual" methods (finger-spelling and sign language) 3 Combination of oral and manual methods 4 Other (specify_____)	37. What methods of communication (expressive and receptive) does the applicant use most frequently when communicating with someone who can understand all different methods? (judgment item)	Application, Section III, No. 4-5 and narrative section of case record
41	0 No information 1 None 2 1-3 semesters 3 4-6 " 4 7-9 " 5 10-12 " 6 13 or more semesters (specify_____)	38. Number of semesters of vocational training received by applicant while attending school (Example: If applicant received two semesters of training in woodwork and 3 semesters in Graphic Arts, number of semesters of vocational training would be five)	Application, Section IV, No. 2
42	0 No information 1 None 2 1-6 months 3 7-12 " 4 13-18 " 5 19-24 " 6 25 months or more (specify_____)	39. Amount of formal vocational or technical training received by applicant after termination of grade or high school attendance	Application, Section IV, No. 3
43	0 No information 1 Did not enter formal vocational or technical training 2 No 3 Yes	40. Did applicant successfully complete formal vocational or technical training attempted after leaving "regular" school?	Application, Section IV, No. 3
44	0 No information 1 No paid employment 2 Less than 1 year 3 1 year or more, but less then 2 years 4 2 years or more, but less than 3 years 5 3 years or more (specify_____)	41. Length of all previous full time and/or part time paid employment.	Application, Section IV, No. 4

CARD COL.	CLASSIFICATION		ITEM NO., DESCRIPTION AND INSTRUCTIONS	DATA SOURCE
45	0	No information	42. Type of most recent previous employment (judgment item)	Application, Section IV, No. 4
	1	No previous employment		
	2	Unskilled manual labor (Physical work only -- does not require education or training)		
	3	Semi-skilled manual labor (requires at least some on-the-job training)		
	4	Skilled labor (requires extensive formal and/or on-the-job training)		
	5	"White Collar" work (clerical, sales, etc.)		
	6	Other (specify_____ _____)		
46	0	No information	43. Level of adjustment, particularly in terms of relationship with other workers and supervisor, at most recent employment situation (judgment item)	Application, Section IV, No. 5
	1	No previous employment		
	2	Poor adjustment with considerable dissatisfaction on part of student and/or employer		
	3	Fair adjustment with no critical problems from the viewpoint of either the student or employer		
	4	Good adjustment with high level of satisfaction on the part of both the student and employer		
47	0	No information	44. Status of application at time of admission staffing	Administrative section of case record
	1	New application - has not been previously considered by the admissions committee		
	2	Renewed application - was previously accepted by admissions committee but did not enter		
	3	Renewed application - was previously considered but not accepted by the admissions committee		

CARD COL.	CLASSIFICATION		ITEM NO., DESCRIPTION AND INSTRUCTIONS	DATA SOURCE
48	0 1 2 3	No information Accepted for preparatory semester Accepted directly into training program Rejected (includes applicants who are referred elsewhere or who are placed in "pending" status for possible reconsideration at a later semester	45. Action of admissions committee on application	Administrative section of case record

NOTE: On the next six items (46-51) code all responses that apply. (Applicants accepted by the Admissions Committee should be coded "No" for all six items)

CARD COL.	CLASSIFICATION		ITEM NO., DESCRIPTION AND INSTRUCTIONS	DATA SOURCE
49	0 1 2	No information Yes No	46. Application rejected because of low academic level	Administrative section of case record
50	0 1 2	No information Yes No	47. Application rejected because of insufficient hearing impairment for program eligibility	Administrative section of case record
51	0 1 2	No information Yes No	48. Application rejected because physical disability secondary to deafness was considered too severe for applicant to meet demands of program	Administrative section of case record
52	0 1 2	No information Yes No	49. Application rejected because social-emotional-psychiatric problems considered too severe for applicant to meet demands of program	Administrative section of case record
53	0 1 2	No information Yes No	50. Application rejected because information available about applicant was insufficient to determine that application should be accepted	Administrative section of case record
54	0 1 2	No information Yes (specify_____ _____) No	51. Application rejected for any reason in addition to reasons listed above	Administrative section of case record

CARD COL.	CLASSIFICATION	ITEM NO., DESCRIPTION AND INSTRUCTIONS	DATA SOURCE

NOTE: The following item can be coded for accepted applicants only <u>after</u> it is determined whether or not they actually enter the program as planned.

55	0 No information	52. <u>Primary factor involved</u> (judgment item) in decision by accepted applicants <u>not</u> to enter program as planned	Correspondence in Administrative and Vocational section of case record
	1 No decision by applicant— application was rejected		
	2 Applicant entered program as planned		
	3 Applicant decided to accept or continue employment as a matter of <u>personal preference</u>		
	4 Applicant decided to accept or continue other vocational or academic training as a matter of <u>personal preference</u>.		
	5 Applicant decided not to enter program because financial resources to meet the needs of the applicant and/or his family were not available		
	6 Applicant decided not to enter program because of other reasons (specify reason if known or write "unknown" _____ _____		

APPENDIX E

INITIAL, INTERVENING, AND FINAL

TEST BATTERY GUIDES

These forms are used by all three institutions
to collect data on all students in the program for
coding onto IBM or "880" sheets. The three guides
include results from all psychological, vocational,
academic, and social testing done at the specified
time intervals.

INITIAL TEST BATTERY GUIDE

Explanation and Instructions:

All students attending the program for the deaf at Delgado, Seattle, and St. Paul will be evaluated by use of a "common" comprehensive test battery at specified intervals of time. The first (initial) evaluation will be shortly before and/or immediately after the beginning of the students' enrollment in the program. The second (intervening) evaluation will be at some point during the course of the program (Delgado's second evaluation will be at the conclusion of the preparatory semester) and the third (termination) evaluation will take place when the student completes and/or terminates program attendance.

The purpose of this guide is to facilitate the systematic abstraction and coding of all data from the <u>initial test battery</u> onto the IBM Card Code Sheet. The data may then be exploited for research purposes directly from the IBM Card Code Sheet and/or key-punched directly from the code sheet for computer utilization.

Immediately following completion of the initial test battery, the assigned staff member should obtain all data from the test battery and use this guide to code the results onto the IBM Card Code Sheets.

Because the results of the test battery will be a <u>major</u> resource for the research component of the program, it will be <u>extremely important</u> that all data be abstracted and coded <u>carefully</u> and <u>accurately</u>.

CARD COL.	CLASSIFICATION		ITEM NO., DESCRIPTION AND INSTRUCTIONS	DATA SOURCE
1	0	No information	1. Regional Center submitting data	Location (regional center
	1	Delgado		
	2	Seattle		
	3	St. Paul		
2-5	Actual number (0001-9999)		2. Four digit student identification number - code all four digits	Face sheet of case record
6	0	No information	3. Card deck number	Assigned by researcher
	3	First IBM Card Code Sheet for initial test battery data		
7	0	No information	4. Number of items underlined as pertinent to the student in the Health and Physical Development area on the Mooney Problems check list, Form J., Junior High level	Initial Mooney Administration
	1	0-2		
	2	3-5		
	3	6-8		
	4	9-11		
	5	12-14		
	6	15-17		
	7	18-20		
	8	21-23		
	9	24 or more		
8	0	No information	5. Number of items underlined and circled as being most pertinent to the student in the Health and Physical Development area on the Mooney	Initial Mooney Administration
	1	0-1		
	2	2-3		
	3	4-5		
	4	6-7		
	5	8-9		
	6	10-11		
	7	12-13		
	8	14-15		
	9	16 or more		
9	0	No information	6. Number of items underlined in the School area	Initial Mooney Administration
	1	0-2		
	2	3-5		
	3	6-8		
	4	9-11		
	5	12-14		
	6	15-17		
	7	18-20		
	8	21-23		
	9	24 or more		

CARD COL.		CLASSIFICATION	ITEM NO., DESCRIPTION AND INSTRUCTIONS	DATA SOURCE
10	0	No information	7. Number of items underlined and circled in the School area	Initial Mooney Administration
	1	0-1		
	2	2-3		
	3	4-5		
	4	6-7		
	5	8-9		
	6	10-11		
	7	12-13		
	8	14-15		
	9	16 or more		
11	0	No information	8. Number of items Underlined in the Home and Family area	Initial Mooney Administration
	1	0-2		
	2	3-5		
	3	6-8		
	4	9-11		
	5	12-14		
	6	15-17		
	7	18-20		
	8	21-23		
	9	24 or more		
12	0	No information	9. Number of items Underlined and circled in the Home and Family area	Initial Mooney Administration
	1	0-1		
	2	2-3		
	3	4-5		
	4	6-7		
	5	8-9		
	6	10-11		
	7	12-13		
	8	14-15		
	9	16 or more		
13	0	No information	10. Number of items underlined in the Money, Work and the Future area.	Initial Mooney Administration
	1	0-2		
	2	3-5		
	3	6-8		
	4	9-11		
	5	12-14		
	6	15-17		
	7	18-20		
	8	21-23		
	9	24 or more		

CARD COL.		CLASSIFICATION	ITEM NO., DESCRIPTION AND INSTRUCTIONS	DATA SOURCE
14	0	No information	11. Number of items	Initial Mooney
	1	0-1	underline and circled	Administration
	2	2-3	in the Money, Work,	
	3	4-5	and the Future area.	
	4	6-7		
	5	8-9		
	6	10-11		
	7	12-13		
	8	14-15		
	9	16 or more		
15	0	No information	12. Number of items	Initial Mooney
	1	0-2	Underlined in the	Administration
	2	3-5	Boy Girl Relationships	
	3	6-8	area	
	4	9-11		
	5	12-14		
	6	15-17		
	7	18-20		
	8	21-23		
	9	24 or more		
16	0	No information	13. Number of items	Initial Mooney
	1	0-1	underlined and circled	Administration
	2	2-3	in the Boy and Girl	
	3	4-5	Relationships area	
	4	6-7		
	5	8-9		
	6	10-11		
	7	12-13		
	8	14-15		
	9	16 or more		
17	0	No information	14. Number of items	Initial Mooney
	1	0-2	underlined in the	Administration
	2	3-5	Relation to People	
	3	6-8	in General area	
	4	9-11		
	5	12-14		
	6	15-17		
	7	18-20		
	8	21-23		
	9	24 or more		
18	0	No information	15. Number of items	Initial Mooney
	1	0-1	underlined and circled	Administration
	2	2-3	in the Relation to	
	3	4-5	People in General area	
	4	6-7		
	5	8-9		
	6	10-11		
	7	12-13		
	8	14-15		
	9	16 or more		

CARD COL.		CLASSIFICATION	ITEM NO., DESCRIPTION AND INSTRUCTIONS	DATA SOURCE
19	0	No information	16. Number of items	Initial Mooney
	1	0-2	underlined in the	Administration
	2	3-5	Self-Centered Concerns	
	3	6-8	area	
	4	9-11		
	5	12-14		
	6	15-17		
	7	18-20		
	8	21-23		
	9	24 or more		
20	0	No information	17. Number of items	Initial Mooney
	1	0-1	underlined and circled	Administration
	2	2-3	in the Self-Centered	
	3	4-5	Concerns area	
	4	6-7		
	5	8-9		
	6	10-11		
	7	12-13		
	8	14-15		
	9	16 or more		
21	0	No information	18. Clinical judgment	Initial Bender
	1	none	regarding number of	Gestalt
	2	1	psychological indicators	Administration
	3	2	of neurological involve-	
	4	3	ment on the Bender	
	5	4	Gestalt	
	6	5		
	7	6		
	8	7		
	9	8 or more		
22	0	No information	19. Minnesota Vocational	Initial MVII
	1	0-11	Interest Inventory	Administration
	2	12-22	standard score for	
	3	23-33	Mechanical area	
	4	34-44		
	5	45-55		
	6	56-66		
	7	67-77		
	8	78-88		
	9	89-100		
23	0	No information	20. MVII standard	Initial MVII
	1	0-11	score for Health	Administration
	2	12-22	Services area	
	3	23-33		
	4	34-44		
	5	45-55		
	6	56-66		
	7	67-77		
	8	78-88		
	9	89-100		

CARD COL.	CLASSIFICATION		ITEM NO., DESCRIPTION AND INSTRUCTIONS	DATA SOURCE
24	0	No information	21. MVII standard score for Office Work area	Initial MVII Administration
	1	0-11		
	2	12-22		
	3	23-33		
	4	34-44		
	5	45-55		
	6	56-66		
	7	67-77		
	8	78-88		
	9	89-100		
25	0	No information	22. MVII standard score for Electronics area	Initial MVII Administration
	1	0-11		
	2	12-22		
	3	23-33		
	4	34-44		
	5	45-55		
	6	56-66		
	7	67-77		
	8	78-88		
	9	89-100		
26	0	No information	23. MVII standard score for Food Service area	Initial Mooney Administration
	1	0-11		
	2	12-22		
	3	23-33		
	4	34-44		
	5	45-55		
	6	56-66		
	7	67-77		
	8	78-88		
	9	89-100		
27	0	No information	24. MVII standard score for Carpentry area	Initial MVII Administration
	1	0-11		
	2	12-22		
	3	23-33		
	4	34-44		
	5	45-55		
	6	56-66		
	7	67-77		
	8	78-88		
	9	89-100		
28	0	No information	25. MVII standard score for Sales area	Initial MVII Administration
	1	0-11		
	2	12-22		
	3	23-33		
	4	34-44		
	5	45-55		
	6	56-66		
	7	67-77		
	8	78-88		
	9	89-100		

CARD COL.	CLASSIFICATION		ITEM NO., DESCRIPTION AND INSTRUCTIONS	DATA SOURCE
29	0	No information	26. MVII <u>standard score</u> for <u>Clean Hands</u> area	Initial MVII Administration
	1	0-11		
	2	12-22		
	3	23-33		
	4	34-44		
	5	45-55		
	6	56-66		
	7	67-77		
	8	78-88		
	9	89-100		
30	0	No information	27. MVII <u>standard score</u> for <u>Outdoors</u> area	Initial MVII Administration
	1	0-11		
	2	12-22		
	3	23-33		
	4	34-44		
	5	45-55		
	6	56-66		
	7	67-77		
	8	78-88		
	9	89-100		
31	0	No information	28. <u>Total Battery grade placement</u> on California achievement test (C.A.T.) Junior High level, WXYZ series	Initial C.A.T. Administration
	1	3-4		
	2	5		
	3	6		
	4	7		
	5	8		
	6	9		
	7	10		
	8	11		
	9	12-13		
32	0	No information	29. <u>Reading Vocabulary</u> grade placement on C.A.T.	Initial C.A.T. Administration
	1	3-4		
	2	5		
	3	6		
	4	7		
	5	8		
	6	9		
	7	10		
	8	11		
	9	12-13		
33	0	No information	30. <u>Reading Comprehension</u> grade placement on C.A.T.	Initial C.A.T. Administration
	1	3-4		
	2	5		
	3	6		
	4	7		
	5	8		
	6	9		
	7	10		
	8	11		
	9	12-13		

CARD COL.	CLASSIFICATION		ITEM NO., DESCRIPTION AND INSTRUCTIONS	DATA SOURCE
34	0	No information	31. Total reading grade placement on C.A.T.	Initial C.A.T. Administration
	1	3-4		
	2	5		
	3	6		
	4	7		
	5	8		
	6	9		
	7	10		
	8	11		
	9	12-13		
35	0	No information	32. Arithmetic Reasoning grade placement on C.A.T.	Initial C.A.T. Administration
	1	3-4		
	2	5		
	3	6		
	4	7		
	5	8		
	6	9		
	7	10		
	8	11		
	9	12-13		
36	0	No information	33. Arithmetic Fundamentals grade placement on C.A.T.	Initial C.A.T. Administration
	1	3-4		
	2	5		
	3	6		
	4	7		
	5	8		
	6	9		
	7	10		
	8	11		
	9	12-13		
37	0	No information	34. Total Arithmetic Grade placement on C.A.T.	Initial C.A.T. Administration
	1	3-4		
	2	5		
	3	6		
	4	7		
	5	8		
	6	9		
	7	10		
	8	11		
	9	12-13		
38	0	No information	35. Mechanics of English grade placement on C.A.T.	Initial C.A.T. Administration
	1	3-4		
	2	5		
	3	6		
	4	7		
	5	8		
	6	9		
	7	10		
	8	11		
	9	12-13		

CARD COL.	CLASSIFICATION		ITEM NO., DESCRIPTION AND INSTRUCTIONS	DATA SOURCE
39	0	No information	36. Spelling grade	Initial C.A.T.
	1	3-4	placement on C.A.T.	Administration
	2	5		
	3	6		
	4	7		
	5	8		
	6	9		
	7	10		
	8	11		
	9	12-13		
40	0	No information	37. Total Language	Initial C.A.T.
	1	3-4	grade placement on	Administration
	2	5	C.A.T.	
	3	6		
	4	7		
	5	8		
	6	9		
	7	10		
	8	11		
	9	12-13		
41	0	No information	38. Scaled score on	Initial WAIS
	1	0-3	digit symbol from	Administration
	2	4-5	WAIS performance	
	3	6-7		
	4	8-9		
	5	10-11		
	6	12-13		
	7	14-15		
	8	16-17		
	9	18-19		
42	0	No information	39. Scaled score on	Initial WAIS
	1	0-2	picture completion	Administration
	2	3-4	from WAIS performance	
	3	5-6		
	4	7-8		
	5	9-10		
	6	11-12		
	7	13-14		
	8	15-16		
	9	17-18		
43	0	No information	40. Scaled score on	Initial WAIS
	1	0-1	block design from	Administration
	2	2-3	WAIS performance	
	3	4-5		
	4	6-7		
	5	8-9		
	6	10-11		
	7	12-13		
	8	14-15		
	9	16-17		

CARD COL.	CLASSIFICATION		ITEM NO., DESCRIPTION AND INSTRUCTIONS	DATA SOURCE
44	0	No information	41. Scaled score on	Initial WAIS
	1	0-2	picture arrangement	performance
	2	3-4	from WAIS performance	
	3	5-6		
	4	7-8		
	5	9-10		
	6	11-12		
	7	13-14		
	8	15-16		
	9	17-18		
45	0	No information	42. Scaled score on	Initial WAIS
	1	0-2	object assembly from	performance
	2	3-4	WAIS performance	
	3	5-6		
	4	7-8		
	5	9-10		
	6	11-12		
	7	13-14		
	8	15-16		
	9	17-18		
46	0	No information	43. Total scaled score	Initial WAIS
	1	0-26	for WAIS performance	Administration
	2	27-33		
	3	34-40		
	4	41-47		
	5	48-54		
	6	55-61		
	7	62-68		
	8	69-75		
	9	76-90		
47	0	No information	44. Weighted score	Initial MATDP
	1	0-13	(from 0 to 120) on	Administration
	2	14-27	Form 0 of the Measurement	
	3	28-41	of Attitudes Toward Disabled	
	4	42-55	Persons (MATDP)	
	5	56-68		
	6	69-81		
	7	82-94		
	8	95-107		
	9	108-120		
48	0	No information	45. Alternate (simplified)	Initial MATDP
	1	0-4	score (from 0 to 40) on	Administration
	2	5-9	Form 0 of the MATDP	
	3	10-14		
	4	15-19		
	5	20-24		
	6	25-28		
	7	29-32		
	8	33-36		
	9	37-40		

CARD COL.	CLASSIFICATION		ITEM NO., DESCRIPTION AND INSTRUCTIONS	DATA SOURCE
49	0	No information	46. Form of Craig Lipreading Inventory used in test battery	Initial Craig Lipreading Inventory Administration
	1	Form A		
	2	Form B		
50	0	No information	47. Method of presentation for Craig Lipreading Inventory used in test battery	Initial Craig Lipreading Inventory Administration
	1	"Live" presentation		
	2	Color film presentation Without simultaneous auditory stimulus		
	3	Color film presentation with simultaneous auditory stimulus		
51	0	No information	48. Raw score on word recognition test of Craig Lipreading Inventory	Initial Craig Lipreading Inventory Administration
	1	0-3		
	2	4-7		
	3	8-11		
	4	12-15		
	5	16-19		
	6	20-23		
	7	24-27		
	8	28-30		
	9	31-33		
52	0	No information	49. Raw score on Sentence Recognition test of Craig Lipreading Inventory	Initial Craig Lipreading Inventory Administration
	1	0-2		
	2	3-5		
	3	6-8		
	4	9-11		
	5	12-14		
	6	15-17		
	7	18-20		
	8	21-22		
	9	23-24		
53	0	No information	50. Composition length on Pittsburgh Language Assessment Instrument for the Deaf (PLAID)	Initial PLAID Administration
	1	0-39 words		
	2	40-79 "		
	3	80-119 "		
	4	120-159 "		
	5	160-199 "		
	6	200-239 "		
	7	240-279 "		
	8	280-319 "		
	9	320 or more words		

CARD COL.	CLASSIFICATION		ITEM NO., DESCRIPTION AND INSTRUCTIONS	DATA SOURCE
54	0	No information	51. <u>Type-token Ratio</u> on PLAID	Initial PLAID Administration
	1	0-44		
	2	45-51		
	3	52-58		
	4	59-65		
	5	66-72		
	6	73-79		
	7	80-86		
	8	87-93		
	9	94-100		
55	0	No information	52. <u>Grammatic Correctness</u> score on PLAID	Initial PLAID Administration
	1	0-52 ·		
	2	53-58		
	3	59-64		
	4	65-70		
	5	71-76		
	6	77-82		
	7	83-88		
	8	89-94		
	9	95-100		
56	0	No information	53. <u>Mean Sentence Length</u> on PLAID	Initial PLAID Administration
	1	0-2 words		
	2	3-4 "		
	3	5-6 "		
	4	7-8 "		
	5	9-10 "		
	6	11-12 "		
	7	13-14 "		
	8	15-16 "		
	9	17 or more words		
57	0	No information	54. <u>Mean Word Structure Ratio</u> on PLAID	Initial PLAID Administration
	1	29 or less		
	2	30-33		
	3	34-37		
	4	38-41		
	5	42-45		
	6	46-49		
	7	50-53		
	8	54-57		
	9	58 or more		
58	0	No information	55. <u>Mean Spelling Correctness Ratio</u> on PLAID	Initial PLAID Administration
	1	76 or less		
	2	77-79		
	3	80-82		
	4	83-85		
	5	86-88		
	6	89-91		
	7	92-94		
	8	95-97		
	9	98-100		

CARD COL.	CLASSIFICATION		ITEM NO., DESCRIPTION AND INSTRUCTIONS	DATA SOURCE
59	0	No information	56. Mean Intelligibility score	Initial Speech
	1	0-11	for the 25 word form of	Intelligibility
	2	12-22	the Speech Intelligibility	Test
	3	23-33	Test by Expert judge	
	4	34-44		
	5	45-55		
	6	56-66		
	7	67-77		
	8	78-88		
	9	89-100		
60	0	No information	57. Mean Intelligibility score	Initial Speech
	1	0-11	for the 25 word form of the	Intelligibility
	2	12-22	Speech Intelligibility Test	Test
	3	23-33	by Novice judge	
	4	34-44		
	5	45-55		
	6	56-66		
	7	67-77		
	8	78-88		
	9	89-100		
61	0	No information	58. Mean Pitch rating on 25	Initial Speech
	1	1.00-1.50	word form of Speech Intelli-	Intelligibility
	2.	1.51-2.00	gibility Test by Expert judge	Test
	3	2.01-2.50		
	4	2.51-3.00		
	5.	3.01-3.50		
	6	3.51-4.00		
	7	4.01-4.50		
	8	4.51-5.00		
62	0	No information	59. Mean Pitch rating on 25	Initial Speech
	1	1.00-1.50	word form at Speech Intelli-	Intelligibility
	2	1.51-2.00	gibility Test by Novice judge	Test
	3	2.01-2.50		
	4	2.51-3.00		
	5	3.01-3.50		
	6	3.51-4.00		
	7	4.01-4.50		
	8	4.51-5.00		
63	0	No information	60. Mean Volume rating on 25	Initial Speech
	1	1.00-1.50	word form of Speech Intelli-	Intelligibility
	2	1.51-2.00	gibility Test by Expert judge	Test
	3	2.01-2.50		
	4	2.51-3.00		
	5	3.01-3.50		
	6	3.51-4.00		
	7	4.01-4.50		
	8	4.51-5.00		

CARD COL.	CLASSIFICATION		ITEM NO., DESCRIPTION AND INSTRUCTIONS	DATA SOURCE
64	0	No information	61. Mean Volume rating	Initial Speech
	1	1.00-1.50	on 25 word form of	Intelligibility
	2	1.51-2.00	Speech Intelligibility	Test
	3	2.01-2.50	Test by Novice judge	
	4	2.51-3.00		
	5	3.01-3.50		
	6	3.51-4.00		
	7	4.01-4.50		
	8	4.51-5.00		
65	0	No information	62. Mean Rhythm rating	Initial Speech
	1	1.00-1.50	on 25 word form of	Intelligibility
	2	1.51-2.00	Speech Intelligibility	Test
	3	2.01-2.50	Test by Expert judge	
	4	2.51-3.00		
	5	3.01-3.50		
	6	3.51-4.00		
	7	4.01-4.50		
	8	4.51-5.00		
66	0	No information	63. Mean Rhythm	Initial Speech
	1	1.00-1.50	rating on 25 word form	Intelligibility
	2	1.51-2.00	of Speech Intelligibility	Test
	3	2.01-2.50	Test of Novice judge	
	4	2.51-3.00		
	5	3.01-3.50		
	6	3.51-4.00		
	7	4.01-4.50		
	8	4.51-5.00		
67	0	No information	64. Subtest 1 (sign	Initial Manual
	1	0-11	recognition component)	Communication
	2	12-22	score on Manual Communication	Proficiency
	3	23-33	Proficiency Test	Test
	4	34-44		
	5	45-55		
	6	56-66		
	7	67-77		
	8	78-88		
	9	89-100		
68	0	No information	65. Subtest 2 (signing	Initial Manual
	1	0-11	ability component) score	Communication
	2	12-22	on Manual Communication	Proficiency
	3	23-33	Proficiency Test	Test
	4	34-44		
	5	45-55		
	6	56-66		
	7	67-77		
	8	78-88		
	9	89-100		

INITIAL TEST BATTERY DATA

DENT NAME

Category	Item
	Regional Center (1)
	Student Identification Number (2-5)
	Card Deck No. (6)
Mooney Problems Check List, Form J, Jr.Hi.Level	H.& P.D.-U (7)
	H.& P.D.-U&C (8)
	S.-U (9)
	S.-U&C (10)
	H.&F.-U (11)
	H.&F.-U&C (12)
	M.W.&F.-U (13)
	M.W.&F.-U&C (14)
	B.&G.R.-U (15)
	B.&G.$.-U&C (16)
	R.P.G.-U (17)
	R.P.G.-U&C (18)
	S.C.C.-U (19)
	S.C.C.-U&C (20)
	Ben. Gestalt (21)
NVII	S.S.-Mechanical (22)
	S.S-Health Serv. (23)
	S.S-Office Work (24)
	S.S-Electronics (25)
	S.S-Food Serv. (26)
	S.S-Carpentry (27)
	S.S-Sales (28)
	S.S-Clean Hands (29)
	S.S-Outdoors (30)
Calif.Ach.Test, Jr.Hi.Level.WXYZ	Total Battery (31)
	Read.Vocab. (32)
	Read.Compre. (33)
	Total Reading (34)
	Arith.Reason. (35)
	Arith.Fund. (36)
	Total Arith. (37)
	Mechan.of Eng. (38)
	Spelling (39)
	Total Language (40)
WAIS Performance	Digit Symbol (41)
	Pict.Comp. (42)
	Block Design (43)
	Pict.Arrang. (44)
	Obj.Assembly (45)
	Total scaled score (46)
	MATDP-Weighted (47)
	MATDP-Alternate (48)
Craig Lip Read. Inv.	Form (49)
	Method (50)
	Word Recog. (51)
	Sent.Recog. (52)
PLATT	Comp.Length (53)
	Type-token (54)
	Grammatics (55)
	Sent.Length (56)
	Word Struct. (57)
	Spelling (58)
Speech Intelligibility	E.-Intell. (59)
	N.-Intell. (60)
	E.-Pitch (61)
	N.-Pitch (62)
	E.-Volume (63)
	N.-Volume (64)
	E.Rhythm (65)
	N.Rhythm (66)
	Sign Recog. (67)
	Sign.Ability (68)

Scale: 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80

APPENDIX F

The following forms are presently being used in
the Delgado program. They are being considered for
use in the Seattle and St. Paul programs.

STUDENT INTEREST QUESTIONNAIRE

This form (in two versions) collects informa-
tion regarding the vocational interests and expec-
tations of each student. Comparison of the results
of the two forms (given at beginning and end of the
preparatory semester) should reveal what influence
the initial semester has had on students. Future
changes in the vocational program for the preparatory
semester will be partially based on the results of
this questionnaire.

STUDENT NAME:_____ DATE:_____

<u>STUDENT INTEREST QUESTIONNAIRE - FORM A</u>

INTRODUCTION: A very important part of your preparatory semester in the Delgado program will be learning more about many different types of jobs. When you have completed the first semester, we hope you will be able to decide what kind of academic or vocational training you want to obtain and what kind of work you want to do.

Right now, we are trying to get the vocational phase of your program off to a good start. We need to learn more about what your interests and plans are right now. That is why we are asking your help in answering these questions. This is not a "test", and there are no "right" or "wrong" answers. Just try to think about each question and give the answer that seems best to you, circling your answer.

1. Think about this question seriously for a moment. What kind of work do you <u>think</u> you <u>might</u> <u>want</u> to be trained for at Delgado? Write out your <u>first</u> <u>choice</u> <u>only</u>:_____

Note: As you answer the following questions, please remember the kind of work you selected when you answered the first question:

2. How sure are you about the type of training you would like to receive at Delgado?

    1. I am <u>sure</u> about what kind of traini·; I want.
    2. I <u>think</u> I know what kind of traini.g I want.
    3. I am <u>not</u> <u>sure</u> about what kind of training I want.

3. About how long have you been thinking about the kind of training you described on Question 1?

    1. Less than 3 months
    2. 3 months or more, but less than 1 year
    3. 1 year or more, but less than 3 years
    4. 3 years or more. (Write out how long:_____years)

4. Have you had any experience that is like the kind of work that you want to be trained for?

    1. Yes
    2. No

5. Do you know anyone personally who does the kind of work that you think you want to be trained for?

    1. Yes
    2. No

6. How sure are you about your ability to succeed in training for the kind of work you want to do? (Circle number before best answer)

    1. I am quite certain that I can succeed
    2. I think I can succeed
    3. I am not sure if I can succeed
    4. I think I will probably fail

7. Have you ever heard about a deaf person doing the kind of work that you want to be trained for? (Circle number before correct answer)

    1. Yes
    2. No

8. All students in the Delgado Program for the Deaf, including yourself, have some degree of hearing loss. What is your opinion about how your hearing loss will influence your success with the kind of work you want to do? (Circle number before best answer)

    1. I think my hearing loss will improve my chances for success.
    2. I do not think my hearing loss will have any influence upon my success.
    3. Because of my hearing loss, I think I will have to work a little harder than most people to succeed.
    4. I think my hearing loss will be a major problem and I am not sure whether or not I will be able to overcome this problem.

9. Please list any other kind of work, in addition to your first choice, that you might be interested in.

    1.

    2.

    3.

STUDENT NAME: _____DATE:_____

STUDENT INTEREST QUESTIONNAIRE - FORM B

INTRODUCTION: You are now completing your preparatory semester and most of you will soon begin some type of training. We would like to ask you several questions about your vocational interest. Your answer will help us improve the preparatory semester. This is not a "test" and there are no "right" or "wrong" answers. Just try to think about each question and give the answer that seems best to you.

1. What kind of work do you <u>think</u> you want to be trained for when you finish the preparatory semester? Even if you are not <u>certain</u> about what kind of work you want to try, write out your <u>first</u> <u>choice</u> <u>only</u>:_____

_____

NOTE: As you answer the following questions, please remember the kind of work you selected when you answer the first question.

2. How sure are you about the type of training you would like to receive at Delgado? (Circle number before <u>best</u> answer.)

   1. I am <u>sure</u> about what kind of training I want.
   2. I <u>think</u> I know what kind of training I want.
   3. I am <u>not</u> <u>sure</u> about what kind of training I want.

3. About how long have you been thinking about the kind of training you described on Question 1? (Circle number before best answer).

   1. Less than 3 months.
   2. 3 months or more, but less than 1 year.
   3. 1 year or more, but less than 3 years.
   4. 3 years or more (Write out how long: _____years)

4. Have you had any experience that is like the kind of work that you want to be trained for? (Circle number before correct answer.)

   1. Yes
   2. No

   If you have had such experience, write out the type of experience and how long it lasted.

5. Do you know anyone personally who does the kind of work that you think you want to be trained for? (Circle number before correct answer.)

   1. Yes
   2. No

6. How sure are you about your ability to succeed in training for the kind of work you want to do? (Circle number before best answer.)

   1. I am quite certain that I can succeed.
   2. I think I can succeed.
   3. I am not sure if I can succeed.
   4. I think I will probably fail.

7. Have you ever heard about a deaf person doing the kind of work that you want to be trained for? (Circle the number before the correct answer.)

   1. Yes
   2. No

8. All students in the Delgado Program for the Deaf, including yourself, have some degree of hearing loss. What is your opinion about how your hearing loss will influence your success with the kind of work you want to do? (Circle number before best answer.)

   1. I think my hearing loss will improve my chances for success.
   2. I do not think my hearing loss will have any influence upon my success.
   3. Because of my hearing loss, I think I will have to work a little harder than most people to succeed.
   4. I think my hearing loss will be a major problem and I am not sure whether or not I will be able to overcome this problem.

9. Please list any other kind of work, in addition to your first choice, that you might be interested in.

   1.

   2.

   3.

LIVING ARRANGEMENTS, FINANCES AND

TRANSPORTATION QUESTIONNAIRE

Given towards the end of the preparatory semester
by the program ccunselor, this form helps describe char-
acteristics and problems of our students in their personal
management arrangements. Identification of problems and
their possible influence on student performance should be
gained from this.

LIVING ARRANGEMENTS, TRANSPORTATION
AND FINANCES QUESTIONNAIRE

This questionnaire is designed to obtain descriptive information about
the living arrangements, transportation arrangements, and financial situations
of all students attending the Delgado program. This information will be useful
in examining possible influences on student performance.

A questionnaire should be completed for all students between the mid-point
and the end of the first semester of program attendance. The questionnaire
should be carefully completed by a staff member on the basis of an individual
student interview. To insure accuracy, do not complete the questionnaire on
the basis of general information about the student; instead please ask the
student each question.

Name of Staff Member:_____

Date:_____

1. Name of Student:_____

2. After meals, rent, and tuition have been paid for, how much extra spending
   money does the student think he will need each month while in school?
   (Circle number before best answer)

        1. $ 0 - $ 20
        2. $21 - $ 40
        3. $41 - $ 60
        4. $61 - $ 80
        5. $81 - $100
        6. $101 - $ or more   (Specify $_____)

3. After meals, rent, and tuition have been paid for, how much extra spending
   money does the student actually have available each month while in school?
   (Circle number before best answer)

        1. $ 0 - $ 20
        2. $21 - $ 40
        3. $41 - $ 60
        4. $61 - $ 80
        5. $81 - $100
        6. $101 - $ or more   (Specify $_____)

4. While attending Delgado, what is the <u>primary</u> source of "<u>spending</u>"
   money? (Circle number before <u>best</u> answer)

   1. Parents
   2. Other Relatives
   3. Money saved by student through previous employment
   4. Part-time work while attending Delgado
   5. Vocational Rehabilitation agency
   6. Other (Describe_____)

5. What type of living arrangements does the student have while attending
   Delgado? (Circle number before <u>correct</u> answer)

   1. Lives with parents
   2. Lives with other relatives
   3. Lives in the private home of a non-relative in a
        modified "foster home" situation
   4. Lives in a commercial "room and board" situation
   5. Lives in an apartment
   6. Other (Describe_____)

6. How far is the present residence of the student from the Delgado Campus?
   (Circle number before <u>best</u> answer)

   1. Less than 5 blocks
   2. 5-14 blocks
   3. 15-29 blocks
   4. 30 blocks or more (Specify_____)

7. What is the students <u>most</u> <u>frequently</u> <u>used</u> mode of transportation to and
   from campus? (Circle number before <u>best</u> answer)

   1. Walk
   2. Ride city bus
   3. Drive own car
   4. Ride in car with friends or relatives
   5. Ride bike or motor-bike
   6. Other (Describe_____)

8. How long does it usually take the student to get from his residence to the
   campus? (Circle the number before <u>best</u> answer)

   1. Less than 15 minutes
   2. 15-29 minutes
   3. 30-59 minutes
   4. 60 minutes or more (Specify_____)

COUNSELOR'S RATING FORM

This form provides information on the academic
performance of students in training on the campus. It
is completed in an interview with each instructor and
is called a training phase progress report.

TRAINING PHASE PROGRESS REPORT

FACE SHEET

1. Student's Name: _____, _____ _____
                        Last   First   Middle initial
2. Training phase was initiated: (Circle number before correct answer)

   01. Spring, 1969   06. Fall, 1971   10. Fall, 1973
   02. Fall, 1969   07. Spring, 1972   11. Spring, 1974
   03. Spring, 1970   08. Fall, 1972   12. Fall, 1974
   04. Fall, 1970   09. Spring, 1973   13. Spring, 1975
   05. Spring, 1971

3. Semester of training to which this face sheet applies:

   1. First   3. Third   5. Fifth
   2. Second   4. Fourth   6. Sixth

4. Level of training:

   1. Vocational   3. Junior College
   2. Technical   4. Other (specify)

5. Major area of training: (Explain)

TRAINING PHASE PROGRESS REPORT
COUNSELOR'S RATING FORM

SUBMITTED BY: _____ DATE: _____

1. Student's Name _____, _____ _____

2. Course to which rating applies: (Name) _____ (Number) _____

3. Total number of students in class:
   - 0. No information
   - 1. 15 or less
   - 2. 16 - 29
   - 3. 30 or more

4. Number of students from deaf project in this class:
   - 0. No information
   - 1. One
   - 2. Two or three
   - 3. Four or more

5. Nature of interpreter's assignment in class:
   - 0. No information
   - 1. Interpreter not assigned
   - 2. Interpreter assigned occasionally, on "as needed" basis.
   - 3. Interpreter assigned for part of every class period.
   - 4. Interpreter assigned all of every class period.

6. Counselor's opinion of prevailing attitude:
   - 0. Undecided
   - 1. Negative
   - 2. Neutral
   - 3. Positive

7. Instructors primary method of "grading" students:
   - 0. No information
   - 1. Objective (true-false, multiple choice, etc.) written tests.
   - 2. Subjective (essay or narrative) written tests.
   - 3. Observation of work performed in class.
   - 4. Other (specify) _____

	STUDENT PERFORMANCE				
	Considerably above average	Slightly above average	Slightly below average	Considerably below average	No. Info
8. Unexcused absenteeism ("cuts")					
9. Excused absenteeism					
10. Tardiness					
11. Preparation (before class)					
12. Attentiveness (in class)					
13. Volunteering answers in class					
14. Asking questions in class					
15. Overall quality of performance					

COMMENTS: